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ABSTRACT

This collection of 5 major papers and 32 abstracts covers a range of issues surrounding rural education. In the first paper, Glen Shaw, a rural Minnesota schools administrator, contends economic and technological changes have threatened rural jobs and the rural way of life. Anecdotes and statistics are employed to define rural problems and to urge educators to participate in government policy development. Next, June Gabler, representative from the American Association of School Administrators discusses public relations and offers management tips for rural school administrators. Following this, Jon Wefald, President of Kansas State University, discusses the historical contributions of rural America, emphasizing values of equality, private enterprise, decentralization, agriculture, and the potential for economic and educational development in Kansas. Next, Tom Hansen, of the Boeing Military Airplane Company, discusses socioeconomic trends in Kansas and the nation. He emphasizes the importance of linkages between educators and business, suggesting that they have many areas of mutual interest. The last paper, by Roy Forbes, director of the Rural Education Institute in North Carolina, discusses the ways technology has changed rural communities and the world marketplace and stresses the importance of combining existing rural strengths with new technology to foster a developmental "restructuring" of rural areas. Topics of the abstracts, which are arranged alphabetically by title, include: school athletics, drugs and alcohol, assessing educational quality, career ladders, school administration issues, recruiting teachers, rural teacher education programs, an assessment of North Dakota's public attitudes toward education, sex education, rural enrollment trends, partnerships in education, and the need for educational equality between the sexes. (TES)

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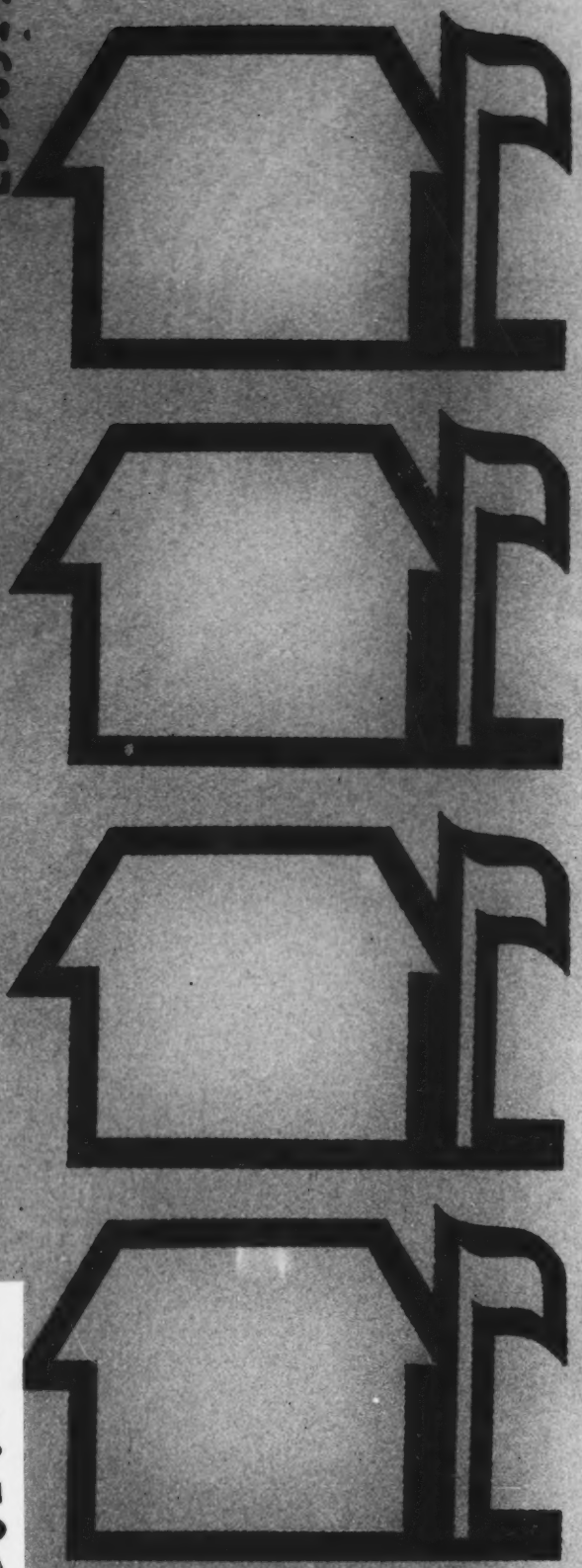

Rural and Small Schools Conference

October 27-28, 1986

"Rural Education: A Proud Heritage & A Bright Future"

College of Education
Kansas State University
Manhattan, KS 66506

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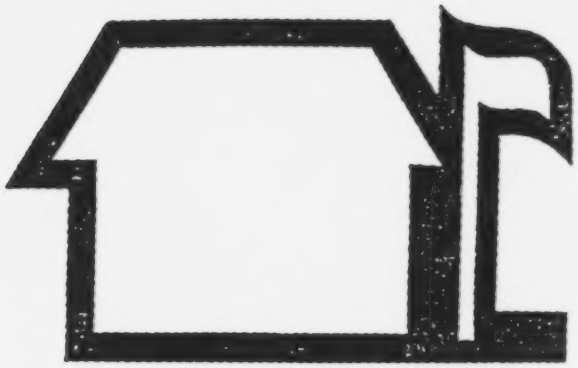

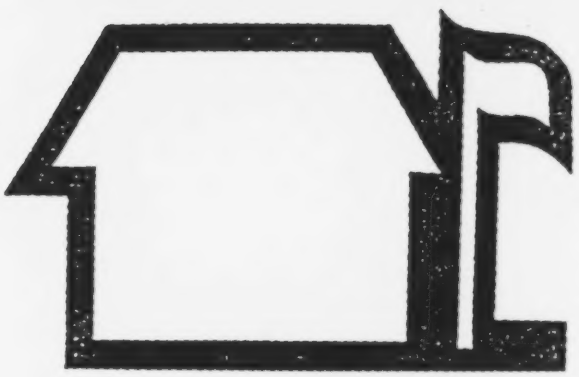

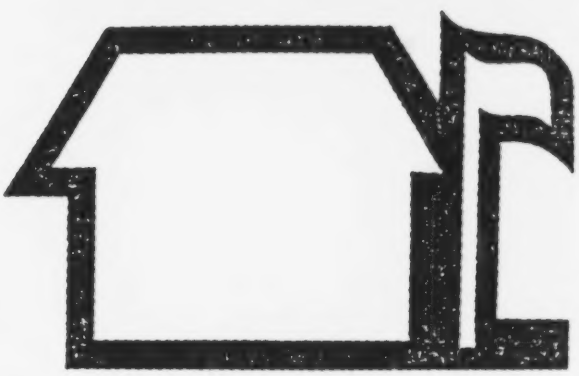

"Rural Education: A Proud Heritage & A Bright Future"

Eighth Annual Rural Education Conference

October 27-28, 1986

Jerry Horn &
Fran Parmley

Editors

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Foreword

The Eighth Annual Rural and Small Schools Conference is history, yet hopefully the ideas and friends gained live on in the minds and schools throughout the area. More than 350 persons attended the 1986 conference, and we are pleased that the new president of Kansas State University, Jon Wefald, joined us and expressed his commitment to rural education. The theme of the conference was "Rural Education: A Proud Heritage and a Bright Future." Certainly, those of us who have grown up in rural areas and/or studied rural education recognize the unique opportunities associated with attending schools and living in a rural community. The financial plight of rural America, particularly the agricultural industry, is all too familiar to us. This has resulted in family crises, altered family patterns, and changes in career choices for both children and adults. The changes have occurred rapidly and with deep impact. Have the schools changed to accommodate these changing needs and values? In truth, schools are terribly resistant to change; but, with a little effort, one can find those pockets of innovation that will determine the positive future of rural/small schools. An examination of the concurrent sessions of this conference, where you find descriptions of satellite instruction, career ladders, university/rural school collaboration, teaching critical thinking skills, alternative delivery of instruction, school improvement projects, leadership programs for rural youth, etc. would be a good start. The general session speakers inspired us with their enthusiasm for the school's role in the future, while sharing sobering thoughts about the critical nature of decisions affecting rural America. President Wefald challenged us, as he described how one person (you) can make a difference. The beauty and

diversity in rural America was artistically described in the media presentation that opened the conference, and it was closed by the general session presentation entitled "Restructuring America: The Rural Component." Yes, rural education has a "proud heritage," and we hope you share our dream and commitment that it has a "bright future."

Jerry Horn, Director
Fran Parmley, Assistant Director
Center for Rural Education and
Small Schools

"Windmills, Country Bumpkins and Little Red Schoolhouses"

Glen Shaw

Before I begin my remarks, I do want to make some comments about a man who is truly one of the great educators of our time, who is a real champion of the rural way of life and an advocate for rural America. I have observed this man as a commissioner of agriculture in the state during a period of time when farmers enjoyed perhaps the most prosperous period in history. I have observed this man as a president of a state university, a state university that was a new state university, new beautiful facilities, but serious enrollment problems, and the legislature was going to close that state university. And he appeared and turned that state university around with his dynamic leadership and his hard work. Until now, that state university had one of the fastest growing enrollments anywhere, and I observed that man as a chancellor of a seven-university state university system, one of the finest in the country. And that man was introduced to you earlier, the new president of Kansas State University, Jon Wefald, and I want you to know you're fortunate to have Jon Wefald here in Kansas, and hold on to him tight because we're going to try to get him back in Minnesota. I just heard a story about Jerry Horn. I've known Jerry for quite awhile but I just heard this story. When Jerry first came to Kansas State, he came from South Dakota, and President Acker took Jerry aside and said, "Jerry, you know, you're a great educator, you're a nice guy, but your public speaking leaves a bit to be desired." And Jerry said, "Well, I'm sorry about that." And the president said, "Well, Jerry, I want you to join Toastmasters and polish up your public speaking skills." And so Jerry said, "Well, President Acker, I'll do anything." And so he did. And he was a member of Toastmasters for awhile, and came the night for the impromptu speech and he was shook. And he shared that with his wife Anna and he shared that with the president and

the president said, "Well, Jerry, I kind of got you into that so I'll come tonight and I'll give you some moral support just by being there." So the night came and Jerry drew the topic out of the hat, and it was sex. And, Jerry started to speak on sex and he spoke and spoke and spoke and he went on and on and finally finished and they gave him a standing ovation. The next day, in the president's office, Anna came in and met the president in the outer office and President Acker said, "Anna, I want you to know that your husband did a great job last night." "Well," she said, "you know he did come home and he shared some of the things that happened." And what had happened when Jerry had come home that night, was that she had asked him how things went, and he said, "Well, it was okay." And she said, "Well, what was your topic?" And he had said, "Well, it was sailing." She said, "Sailing!" "Yes," Jerry said, "you know I've sailed a couple of times. I've rented a sailboat a couple of times." And so here she was in the president's office and he's talking about it and he says, "You know, I want you to know that your husband gave the greatest speech I've ever heard last night." And she said, "Really?" and he said "Yes. They gave him a standing ovation." And she said, "Well, I find that hard to believe. It's a subject he doesn't know very much about. He's only tried it twice, once before we were married and once after. The first time he got a headache and the second time his hat blew off."

It's great to be here in Manhattan again. I was here in 1983 and it's great to be back. I was here when the Rural Education Association had their conference here. Last night brought back some memories as I attended the reception for the Schools for Quality Education. Karen Schadel and Keigh Hubbel and some of the rest of us were standing around and Keigh was telling stories--he's one of the champion storytellers if you don't know--and the

stories got a little bit more risque and risque and finally this one person that was in the cluster kind of stepped forward and said that, "Say, you can't tell stories like that. Do you know who I am? I'm from the Kansas Department of Education." And Keigh said, "In that case, I'll tell it very slowly." In Minnesota we have what we call the "three great promises": "The check is in the mail," "I'll have them in the morning," and "I'm from the Minnesota Department of Education and I'm here to help you."

I was born and raised on a farm near Hannah, North Dakota. I have fond memories of Hannah, my days in the Hannah public schools, and the people there. I remember Sammy Toloffson, the cross-eyed javelin thrower. He didn't win any meets but he sure kept the crowd alert. I remember Edith Rose, best teacher I ever had--taught English and was the librarian, directed all the plays, and the school paper. Edith looked like she was born sucking a pickle. I remember graduating seventh in my high school graduation class, and after graduation the superintendent came down the line and shook hands with all seven of us, and he said to me, "Glen, it won't be so bad going through life looking dull and stupid. You won't have to serve on so many committees." When I was in Hannah last summer, I picked up the Cavalier County Republican and read the paper and then noticed the ads section and found an ad I thought might be interesting to you and it goes as follows: "Lost. Black and white cat, blind in the left eye, partially deaf, lame in the hindquarters, recently castrated. Answers to the name 'Lucky.'"

Windmills, country bumpkins and little red schoolhouses: Windmills are the symbol of ruralness, of country. They're found on farms, on ranches and they are rural. Windmills were to the pioneers what REA was to the post-Depression farmers and ranchers. I was born on a farm six miles west of

Hannah, North Dakota. If you want to visit Hannah, go on a Thursday. That's the only day it's open. I remember when heavy industry came to Hannah. Herman Olsen, who weighed 300 pounds, opened the blacksmith shop. Hannah's a small town. Hannah's so small that the speed limit sign and the resume speed sign are on the same post. Hannah's so small, we didn't have a town drunk. We had to take turns. Hannah's so small, we didn't have a town prostitute.

Rural people have a special relationship with the land, with their environment. If you witness the crisp autumn, if you walk through a field over new-fallen snow where no one else has walked and listen to it crunch under your feet, if you have smelled the fragrance and witnessed the spring, if you lay in the haymow, smelled the new hay and listened to it rain--that's country. That's rural. My father homesteaded three times, in Ontario, Canada; Manitoba, Canada and North Dakota. During a three-year period in Manitoba, the only white women he saw were his sisters and his mother. During the Depression, he shipped a carload of cattle to St. Paul, sold the cattle, and didn't have enough money to pay the freight. But he came through all that and had a special zest for life. I can recall how he would look out over his farm and his cattle. Do you remember Jackie Gleason of the Honeymooners? Big, old Jackie Gleason would come out on the stage and he'd open his arms wide, and he would say, "How sweet it is!" And what Jackie was saying was, "How sweet it is--to be an American. How sweet it is to be here with you in Miami Beach. How sweet it is to have the opportunity to perform for you." That's what my dad was doing. How sweet it is to have survived and to be able to participate in the good things of life.

But rural America is changing: The family farm is under siege, family farmers are being driven off the land, oil wells are shutting down, once-

prosperous towns are dying, and the way of life is threatened. There is a shift from the industrial age to the information age along paths that are not projected very well for us. There's a radical transformation going on in this country, due to electronic circuitry. Knowledge doubles every four years and knowledge of the computer technology doubles every 18 months. There are 400,000 textile workers that have lost their jobs in the last three years. We're exporting low-level jobs. We have a two-economy country, a booming urban economy and a declining rural economy. I understand that Northwestern Bell is spending 200 million dollars to put a fiber optics ring around the metropolitan area, and our rural telephone systems decay. Our railroads shut down, and new interstates open in the metropolitan area--just opened I-94 a bit more than a year ago in Minneapolis, 16 1/2 million dollars a mile. And rural people shop in the metro area, but the metro people don't come out and shop in the rural areas. Since 1981, the United States has been losing 2,000 farms a week. And every time a farm in the High Plains Region goes under, five to seven jobs are lost in the local community. For every farm that's liquidated, jobs are lost in town. For every three farms that go under, one store closes in the local community--the hardware store, the restaurant, the dress shop. There are even more jobs at risk: the midwest plant that makes tractors, the steel mill in the east that shapes the metal, the refinery in the south that fires the forge, and the high-tech firm in the west that modernizes the plant. We've lost 255,000 steelworkers' jobs and I don't know how many oilworkers' jobs. The total farm debt is now 210 billion dollars. We've had massive declines in the value of farm property, homes and businesses in the rural community. I saw a sign in North Dakota last summer that read as follows: "We've been farming since 1934.

We've seen war, depression, and famine. We've been spit on, cussed at, and hassled. The only reason we stay in farming is to see what happens next."

My friend, Gale Hodgins--I graduated from high school with him--started farming right out of high school and farmed for 29 years. He was not behind on his loans at the bank, his family had done business with that bank for 60 years, and last spring they sold out. How many farmers in Kansas have to go? How many farms have to be consolidated in this shakeout that the administration talks about? I think the farmers in Kansas need to raise less wheat and more hell. We must become politically active, we must band together and form coalitions and cooperatives. You must join REA and Schools for Quality Education, and we must support the kinds of efforts that Jerry Horn puts on here at K-State.

W. C. Fields vowed when he was a young, destitute, fledgling actor, that if he ever became rich, if he ever made it big, if he ever became a successful actor, that he would establish a foundation that would help young, fledgling, destitute actors. And when he became rich and successful, he recalled that vow that he would establish a foundation to help young, destitute, fledgling actors, and decided to hell with it. And that's what urban America has done with rural America. We supported them, they used our products for decades, and now they've become rich and famous, and they've decided to hell with rural America. When the policymakers ask, "Where are the farm foreclosures? Where are the bankruptcies? Where is the strife? Where is the hardship?" answer them, "Here, in Kansas."

Country bumpkins--many nonrural people have the idea that those of us that live in rural areas, who are country folk, are country bumpkins, and that means we're kind of hicks, we're not very astute, we're really not very bright. And you know, maybe they're right. Maybe we are country bumpkins,

because we work hard and we pay our taxes. We raise huge crops, we pump a lot of oil, and then we don't have enough money to run our schools and educate our children. Being a country bumpkin also means caring about your neighbors, helping them out in time of need, combining for the neighbor that's ill, going to funerals, going to weddings, sharing, giving counsel to kids in the community. Yes, maybe we are country bumpkins. I'm a country bumpkin. I'm from Hannah, I've spent all my life working in rural schools, and I'm proud of that. I'm proud of my roots. When I was flying down here yesterday, I was on the plane out of Minneapolis and I sat beside a person--the plane was full--I sat beside this person and we struck up a conversation, and he shared with me that he has made a hobby of studying people, and based on certain characteristics he can tell a lot about those individuals. I said, "Well, that's very interesting," and he said, "For example, the man sitting right across from us is a Harvard graduate." And I said, "A Harvard graduate? How can you tell that?" He said, "Well, it's the clothes he has on and the way he has those clothes cut, the tailoring in the shirt, and the tie clasp." And I said, "That's unreal." So, I leaned across the aisle and I said, "Excuse me, sir, are you a college graduate?" He said, "Yes, I am. I'm a Harvard graduate." I was truly amazed. We went on to talk about the woman in front of us and he said, "She is a graduate of Brown." I said, "Really, how can you tell that?" "Well, it's the way she grooms herself, the way she has her hair cut and the makeup she has on." And I said, "I can't believe this, so I leaned forward and I said, "Excuse me, ma'am, are you a college graduate?" And she said, "Yes I am, I'm a graduate of Brown." And I was impressed. And then he said, "And you, Glen, you're a graduate of Hannah High School." And I said, "Really, how can you tell that?" He said, "I read your class ring when you picked your nose."

Being rural does not mean that we are isolated or immune from the changing American society. The typical American family--and that is, the father working, the mother at home, and two children in the school--the typical American family in 1955 made up 60% of the American families. In 1980, that was 11% and in 1985, 7%. There are 80 million households in this country; 20 million of them have one person. Currently 50% of the women are in the job force. Seventy percent of women who have children in school work outside of the home. Fifty-nine percent of the children born in 1983 will live with only one parent before they reach 18. Every day in this country, 40 teenage girls give birth to their third child. You walk into any kindergarten class in this country and chances are one of six of the kindergartners was born to a teenage mother. We have two to three million homeless, 20% of the homeless have children with them and 25-50% of those children are handicapped or have mental disorders. Of the two million chronically ill people in the United States today, only 7% are in state hospitals. Many reside under the bridges and the viaducts in our major cities. But they're in the rural countryside also. And often we treat them with a one-way bus ticket out of town called "Greyhound therapy."

In 1959, 33% of older persons lived in poverty; that's now 14.1% but if you count Medicare, Medicaid, housing subsidies, food stamps, that drops to 3.3%. There has been a dramatic increase in the number of children in poverty from 1959--1983 was 22%. Thirty percent of the federal budget goes to those over 65; 3% goes to those under two. In 1600 school districts, where 30% or more of the students come from families below poverty-level income, of those 68% are rural. In 1982, 10.7% of the children ages 5-17 in Kansas lived in poverty, and that number has increased dramatically since 1982, as you well know. Sixty-five percent of the farmers in this country

are under high levels of stress and increased family violence is the result. The number of rural school children eligible for free and reduced lunch has skyrocketed. In Minnesota, I'm told, we have farmers that will not sign up for free and reduced lunches. They continue to send checks which are no good. In 1981, child nutrition programs were cut by a third or one billion dollars. By 1985, the adjusted effect of that in terms of dollars for inflation would be approximately 5.2 billion dollars. 3.2 million children, 40% of them from low-income families, no longer get school lunch. Four hundred and seventy-five children no longer get school breakfast. Hungry children--hungry children are difficult to educate. It's difficult for them to learn.

Stress is on the increase in rural America. Suicide among the teenagers is increasing. I want to share with you a story about Bernard Wickern. In 1966, during my first year as a high school principal--and I thought I knew everything there was to know about being a principal, after all I'd already taught for four years--the teachers were complaining about Bernard. They were complaining that Bernard was truant, and when he was in school he didn't smell very good, and he went to sleep in his classes a lot. And so one day Bernard was truant, and I found out where Bernard lived and I drove out to Bernard's house. And as I drove into the farmyard I noted there was only one building. That was the house, and it was grey because it had no paint. The windows were broken and rags had been stuffed in the windows. And I went up to the front door--there was no front step, knocked on the door. Finally Bernard came to the door. When he opened the door the stench almost knocked me over. I stepped into the house, saw a three-legged table piled high with broken, dirty dishes, apple crates for chairs, most of the floor had been chopped up and burnt in the old stove in the corner, and on

one side of the room was a bed piled high with dirty rags. And we were concerned that Bernard didn't smell very good and went to sleep in our classes. We should have been concerned that Bernard did not commit suicide. That's the kind of poverty that our children must not be subjected to. The great American philosopher, Al Capone, said, "You can get more with kind words and a gun, than you can with just kind words."

Country bumpkins, you must unite. You must become politically active. You must support REA and Schools For Quality Education, and when the policy-makers ask, "Where is the poverty, where are the hungry children, where are the suicides?" answer them, "Here, in Kansas."

Little red schoolhouses--some nonrural people believe that that's the way it is, that all rural education takes place in small, one-room, flat-board red schoolhouses with the bell in the tower, with one teacher--who is the teacher, the custodian, the bus driver and the cook. Now you and I know that there are some of those schools and they're a good idea, by the way, and I think excellent education takes place in those schools, but that's not what all rural schools are like. And maybe that's unfortunate. Rural schools have a strong heritage and a close relationship with their communities. One-third of the children in this country attend rural schools. That's 15 million children. Two-thirds of the school districts are rural, 11,000 of them. Of these 11,000, 3,000 have fewer than 600 students. Twelve hundred and sixty-six of them have fewer than 30 students.

We're going to have a teacher shortage--you've heard about that--and it's going to be tougher in rural areas, I believe, than in urban areas, because they have the money to pay their teachers and we don't. In seven years, 50% of all teachers teaching today will no longer be in the classroom. Twenty-five years ago, about 25% of the college students were in education,

and we had a large number of those, a large percentage were women; and that is no longer the case, because women are now able to pursue other opportunities. In addition, we have vouchers and tuition tax credits being pushed as solutions to the problems facing public education. In our current system of education, we spend 240 billion dollars a year on children over the age of six and less than one billion dollars on children under the age of six. In 1982, Kansas ranked 29th out of 51 in expenditures for people, and 47th out of 51 in expenditures as a percent of income per capita. And yet, two-thirds of all the tax dollars collected in Kansas go to education. In 1982-83, Kansas ranked 36th out of 51 in teachers' salaries, and we have experienced a 16% cut in federal funding for education in the last six years. And we have the Gramm-Rudman Bill in front of us which is not going to be enacted, I understand, but the effects of those cuts are going to be the same. That bill would have put in cuts of 4, 26, and 30% over three years. I believe the cuts are going to be somewhat less, but Special Education 94.142 is one of those target areas that is going to incur cuts.

Let me share another story with you: My daughter Cameron, when she was in the fourth grade, came home from school and said, as only a fourth grader can say--she was kind of jumping up and down and said, "Daddy, Daddy! I was the captain in school today." And I said, "That's great, Cameron." She said, "Daddy, I got to choose sides." I said, "That's great. That's great, Cameron." She said, "Daddy, I chose Rick, first." And I didn't understand the meaning of that until I went to school and had a conference with her teacher and found that Rick was mentally handicapped and had never been chosen first before. And, friends, we need to continue to choose some "Ricks" first.

Senator Hollings, about a year ago, told a gathering of educators that federal aid to education amounted to 16.1 billion dollars. He said that the MX Missile Program was estimated to cost 16 billion dollars, and he told us that that could easily double to 32. And he said, aren't the children of this country worth one weapon system? And I agree with that, you see, I'm from North Dakota, and I was there when they built the ABM Missile Complex. Necoma, North Dakota, has a huge pyramid that comes out of the ground. It's still there. We had missile silos every direction. You could see them across that part of the country. And 90 days after it was completed, they started to dismantle it. And I don't think they have ever figured up the bill for the ABM Missile Complex.

Think of how great you could be. Think of how great your schools in Kansas could be if you only had your fair share of the resources for your little red schoolhouses. The current administration seems to have a posture toward public education that is to fix it with prayer in schools, tuition tax credits, vouchers and a shift toward elitism. We have 16,000 Christian academies in this country; 41 new Christian academies open every day. We have home schools that are too numerous to count. John Goodlad, in the summer of 1984, shared this story with Keigh Hubbel and me: He said that 17 or 18 European educators toured this country studying our K-12 education system. And at the conclusion of their tour they went to Washington and visited with members of the Department of Education and the administration, and finally they visited with the President. And they said, "Mr. President, is the great American experiment over?" And the President who has an enormous capacity for absorbing difficult questions said, "What great American experiment?" And they said, "Mr. President, we are talking about the commitment of the American people to educate all of the children of all

of the people through the secondary school." And that means the "Ricks" and the "Bernards," too.

The mission of public education is not to create a people who will fit into society, conform to society, contribute to society. The mission of public education is to educate students to enable them to create the kind of society that is good for all people. When the policymakers ask, "Where are the school children who need help? Where are the schools that don't get their fair share of the resources? Where is education being short-changed?" answer them, "Here, in Kansas." And when they ask, "Who is speaking for rural schools? Who is speaking for rural children?" answer them, "We are, here in Kansas."

"Marketing Our Schools"

June Gabler

I'm delighted to be here, but I bet you're all sitting there thinking, "My gosh, how could someone who was born and bred on the east side of Detroit wind up addressing people who administer and are responsible for rural and small schools in America, and particularly in Kansas?" Well, I don't know that it's too much different. You know when I moved to Fort Dodge, Iowa from Woodhaven, Michigan which was where I was superintendent at the time, people kept saying--Woodhaven is about 35 miles outside of Detroit; it's in the industrialized section of Detroit; we call it "down the river"--and people said to me, "How on earth did you ever wind up in Iowa? I'll bet it's really different here." And I kind of laughed and said, "Well, not really." We raised corn and soybeans and we raised hogs. We raised corn and soybeans, because right outside of Detroit there's a lot of vacant land and we did have a little plot of ground and the farmers around us did raise soybeans and corn so I felt right at home in Iowa and still do.

The problems that we faced in Michigan were not really too different from what you're facing in Kansas right now or that we're facing in Iowa. It's interesting because when I was in Michigan the auto industry had gone down, and when I say down, I mean down. We had what we called the "new poor," and they were the people who were the white collar workers and who had lost their jobs. You would walk in their homes and they had sold their furniture off piece by piece. But they still owned the home and they couldn't get any welfare. We saw people commit suicide, we saw kids go without eating, we saw parents with so much pride that they didn't ask for help. But some way or other, Michigan survived, and so will Kansas, and so will Iowa. Because I am certain that the farmers are just as strong if not

stronger than our people who were in Michigan and the auto industry at the time. And certainly the auto industry will never be the same again, and perhaps farming will never be the same again, but that maybe it takes some adversity to bring out the best in people. At least I like to think so. It's better than thinking adversity comes along and destroys us, so I just know that Iowa and Kansas and all the rest of the rural areas in this country will survive and maybe never be the same again, but maybe be different in better ways.

I'd like to talk with you today about marketing your schools. I've chosen to take a little different approach to it. Most of you know how to put out a good newsletter, how to deal with your press in the best possible way--sometimes that's not easy. You already know how to get together a superintendent's advisory committee and work with your community. You already know how to set up programs and work with your staff and so forth. But I'd like to talk to you today about what you, as an administrator, and perhaps as a board member if you happen to be a board member, need to do to market your schools. Because all of the other things such as producing newsletters, distributing them and so forth, having parent-teacher conferences, all of those things are ways of marketing your schools. But to me, you have to take a look at this setting in which we are living today and I want to go back just for a few minutes and talk about what it was like in schools because some of you have experienced it.

I want to set the background, if I may. First of all in the '50s--let me backtrack for just a minute. The public expects in this country a great deal of the schools. They expect more of their schools in this country than they do of their businesses. They expect us to educate all the children with the small amount of resources. I'm thoroughly convinced that the

greatness, the fantastic job that we in public education do is the best-kept secret in this United States. There's not enough credit given. But nonetheless, the country keeps giving us jobs to do other than or on top of educating our children. Let me just backtrack for a moment with you and take a look at the '50s. In the '50s, the country was really upset, because they viewed that the Russians had beat us when they put Sputnik up. And so they turned around and said, "School people, you aren't doing your job. You should have had scientists out there and mathematicians and we should have been in space first." And so they said, "Get busy," and we did. By golly, we have done very well. We've turned out mathematicians and scientists and we did go into space and you know the rest of the story. But as you looked at that period in the '50s, it really was an era of conformity. People believed in having obligations, in meeting goals, they believed in rigid roles, they believed that a lack of choice was not a problem. In other words, success really equaled status and wealth. And we in the schools made sure that those things happened.

Then we came along to the '60s and '70s--you remember that? Especially on college campuses--it was not an easy time. In the '60s the country said to us, "Schools, you're not doing your job. We've got a problem of civil rights. Why haven't you integrated?" And we turned around and said, "Wait a minute. The neighborhoods aren't integrated and we serve the neighborhood through the neighborhood schools." And so, the people in this country said, "Start busing." And indeed we did. And so it was a time of civil rights and equal opportunities. It was a period of self-expression, the duty to self, pleasure seeking, and freedom from--freedom from any responsibilities, freedom to do what you wanted, freedom from commitment. And so people looked at success as really self-fulfillment.

And now we come to the '80s and the country has said, "You know, we have an economic problem. We're buying more goods than we're shipping out. Something's wrong. People have stopped making a commitment to their jobs. Something's wrong with this country. We're suffering economically." And so they've turned back to schools again and said, "Come onnow, get busy. You need to do something." And try to look at that and say, "My gosh, let's take a look at what the people are like in this country right now," and that kind of boils it down. It's kind of a period of sorting out, taking a look at what we're doing. There seems to be right now a hunger for structure--think about that, a hunger for structure, a focus on quality, including quality circles. People are worried about their physical well-being and about the environment and ecology, and there's an emphasis on team rights, but I believe I hear some stirrings out there that say, "Wait a minute. You've got to take a look at individual rights and you've got to balance those with rights of the group." And so I think we're going to see some balancing there. And so success now seems to be how a person feels about him or herself--that's internal--as well as what other people think. Maybe that's status and wealth--who knows? Or maybe it's just status.

In any case, let's take a look at what the workers want. I've described for you a little bit about what I see in the country. Now let's take a look at what works with workers. It used to be that people wanted high wages. Some people say that's no longer true--I beg to differ with you--people do want high wages. But they also want respect from others. They want something to do that's interesting because they're well educated. I've begun to wonder if we keep continuing to educate all the people in this country, who's going to want to do what I call the doggie jobs? Who's going to want to do those jobs, and yet they need to be done. They want recogni-

tion for good work. The problem is, you have to figure out what kind of recognition they want, whether it be dollars, whether it be a title, or whatever. They want a chance to develop their skills, they want a chance to think, and they want a chance to see the end result. And you know something, each one of us if we're administrators or if we're on a board of education sitting right here today or if you're a professor, you know something, you're not seeing a result. That's a very frustrating part of our job. We work and work and work and sometimes we're lucky if we see the result of what we've done five years from now--makes it very frustrating. Most of our workers want to see results from their work. It becomes very difficult to figure out how to do that if a person is a teacher, because they're not going to see the end result probably until that person grows up and we see how well that person did with his or her education.

They want to work for an efficient manager. The problem that I see is everybody has a different standard about efficient managers. They want a job that's not too easy, but many of them want a job that's not too hard. And they want a feeling of being well informed. They want to feel well informed. They want to know what's going on. I see that as a problem. You know, our profession is one where people do not particularly read often. And so how do you keep people well informed if they don't read often? And then we take a look at that and we say, "Okay, now how are we going to market our schools to this kind of society and to our own workers?" And that becomes a problem. People get their information from the following sources. If you're a nonparent, you get the information about the schools from the newspaper--and not necessarily in this order--from the newspaper, from school publications, from friends and neighbors over the back fence, from the students, from the radio and television, and from school employees.

Parents get their information from school publications, students, newspapers, school groups, friends and neighbors, and school employees. Let me just stop for a moment. I'd like you to just think which one you think has the greatest impact. Let me tell you, school employees have the greatest negative impact and we have to do something about that. School employees can destroy a district. It can be adverse marketing, if you will, no matter how many fine newsletters we put out, no matter what the newspaper says, etc., etc. If our school employees, including us, are not talking positively about our school system, it is very difficult to get the word out as to how good the schools are, extremely difficult.

People want to know the following information about the schools: They want to know how the students are doing, they want to know about the curriculum, they want to know about special programs, they want to know about educational improvement or reforms if you will, they want to know about extracurricular activities. And parents of course want to know all of the above plus they want to know how their child fits into that whole pattern. But what's most important to the community really depends on the kind of community you live in. I can tell you right now there are two things that are most important to Fort Dodge. First, the athletics program. If we do well in football, the schools are great. You have to learn that. The second thing they want to know is how many contests were won in music. Because Fort Dodge, Iowa cares most about their music program and their athletic program. Now you see I have somewhat of a different value because I care about all the programs--because I care about all the kids. But nonetheless, you have to know what the community cares about, and that's what they want to hear about. The other kinds of things you have to sneak in on them. You have to teach them about those in spite of what they want

to know. Again let me say that most negative information about a school system comes from its employees, from the board of education, from the students, and the newspaper. So then we sit back and say, "Gee, if the newspaper would only publish something positive, people would know how good our schools are." And we have to remember that sometimes school employees can undo that. School employees and boards of education, especially school administrators, need to have a good dose of what I call tact and diplomacy. Tact I would define as dealing with people without offending and diplomacy I would define as skill in handling affairs without raising antagonism or hostility. Now stop and think about that. All of your administrators have to have a super dose of tact and diplomacy and you know, all kidding aside, I think that the rural and small districts have a much more difficult time with tact and diplomacy. Not that you have problems with it, but the fact of the matter is it is difficult because you meet and talk with so many of the same people over and over and over again, and sometimes it's difficult for them to see you in the role that you must play in that school district. You know the old saying, "Familiarity breeds contempt," and sometimes it's difficult as the school administrator to wear all the different kinds of hats you must in a small community. So today I want to take time to talk with you about what I call handling stickywickets, and these are kind of personal things for administrators. I don't know about you but I find them most difficult and that's why I've chosen to share some thoughts with you about them.

First one is how to communicate openly. How do you get people to take a look at new ideas when indeed they'd much rather continue with the old? How do you get them to take a look at school reforms when they're perfectly satisfied with the product you've been turning out for years, and yet you

and I both know that those students who are going to graduate now and for the next 12-14 years from now will not face the same world as the kids who graduated last year. So how do you communicate openly with people? I have some suggestions: (1) Speak in the first person, "I" and "we"; (2) express ideas as opinions rather than absolute fact; and (3) you might ask the question, "I don't know. What do you think about that?" for an opener, to get open communications.

The next stickywicket is how do you say you're sorry? Maybe you've offended someone and it's awfully hard to figure out how to say you're sorry. The best way I know is to say it openly, say it as fast as possible, that is, as close to when you offended someone as possible, and just say it outright. But the other issue I would point out to you is that you never apologize if you don't have to. You apologize when it's appropriate. How do you learn to say no? That's awfully hard in a small community, because everyone's after your time and everyone's after your ear, and how do you say no? It really is an art to learn to say no gracefully and graciously. I think the best way to do that is to say it graciously and then offer some alternatives. Whether it means saying no to a parent who wants his or her child to play in an athletic event when indeed the rule was broken or whether it's saying no when you're asked to volunteer on some committee or whether it's to say no to a staff member, I think it's best to say it graciously, to give other alternatives, to explain your position openly and honestly and without hostility.

How do you keep your sense of humor? Do you have one? If you don't, you couldn't have survived so I know you do. First you have to use it appropriately. You have to use it moderately, but you have to use it. You have to remember that you also must be able to laugh at yourself, and enjoy

the laugh. But you never use humor at the expense of another human being. And I wanted to point that out to you because most of you sitting here are males, and sometimes I think males forget that the male sense of humor sometimes is not appropriate for women. And it's really true. You have a different kind of sense of humor than we do, for whatever reason. And so, I hope that when you're dealing with some of the mothers that you have to deal with that you remember that maybe that sense of humor isn't appropriate at that point in time.

The next item is how do you handle a put-down? I want to speak specifically to the women now. If you're a woman administrator or if you've gone through graduate school, I know full well you have experienced a put-down. And if you have it's awfully hard to figure out how to handle that graciously and come out still intact. And so I have a couple suggestions: (1) You have to confront it in a nice way; (2) you have to remember that if you let it slide, or you join in the laughter that is inappropriate, in so doing you're really forfeiting your right to be heard. Let me give you a-for-instance. Have you ever been in a graduate class and it goes like this: There's a group discussion going on, and you make a contribution to the discussion, and lo and behold the next male comes along and speaks as if you never spoke. You made a contribution but it wasn't even acknowledged. So do you let it slide? Or if you're at a meeting, that has happened to you. Do you let it slide? No, you do not. I've found a neat way to take care of that. I wait till the person is finished talking and then I say, "You know, I don't think you really understood what I said." And then I go back and reiterate. The reason I do that is because I refuse to be ignored. Furthermore, I have called the person's intelligence in question, in a nice way. I've said, "You don't understand what I said." And indeed it works. But

this has happened so many times; you can't believe the number of times women across this nation have come up to me and said, "You know, I just don't know how to take care of this but I always am put down." Well, this is the way to handle it. Do confront it; don't let it slide. You males have also been in situations where you're put down. And many times it will happen with community members, who are present, and so you can't afford to let it slide. Know it for what it is and confront it in a gracious way. How do you soothe the sting of criticism? Nobody wants their operation or their personnel criticized, and yet that happens to us. How do you handle that? First, don't react until you're calm. Sometimes you have to let the criticism stand until you can get your own emotions under control, and then you have to turn around in a very objective way which I find incidentally very difficult sometimes because often the accusations and the criticisms are not true. Or they're taken out of context. Then I think you have to turn around, try to see the critic's viewpoint and then answer it in a nice, calm, objective way. And nothing more than that. Take it for what it's worth and leave it at that. Don't spend your emotional energy on it.

Then the next one is: How do you handle your own temper? I don't know about you but occasionally my temper gets raised. I really get angry, inside. But I've learned something--you know, that advertisement that says "Never let them see you sweat"? My answer is never let them see you lose your temper, unless it's going to pay off for you. There are times when you lose your temper, you lose it well, but you lose it as an actor or an actress. Lose it when it's going to pay dividends. Never lose control and never lose your temper unless it's going to pay dividends. You can lose it, lose it in a graceful way, but always be in control. You know when to lose it, and you know when not to, but if someone else allows you, forces you to

lose your temper, they are in control--you are no longer. How do you blow the whistle on a person who has to have the whistle blown on them? You do it in private, you do it in honest communication, you tell them what the problem is, you tell them what your motive is, and then, lo and behold, you tell them what you're going to do about it and what the consequence is if they don't attend to the problem.

How do you handle the rumor mill? This is a neat one, because if you're living and working in a small area, in a small community, you know the rumor mill. And often because you as an administrator live in a goldfish bowl, not only do you live in the goldfish bowl but your family lives there, too--your kids, your spouse and your relatives. How do you handle it? Let me give you a suggestion as to how to handle rumors and it does work--I guarantee it. I must admit to you I was really shocked at how the rumor mill works in a small community, just utterly shocked. It was a real eye opener to me. I've learned a way to handle it and maybe it will help you. First of all, I listen to the rumor, and if it is important enough that I think it will destroy either a staff person, a student, or the school system, or the community itself, I bring it to the board meeting. I have at the end of every board meeting what I call the rumor mill. And I share a rumor that I've heard with the community people there and the board of education, and some of them are absolutely so ridiculous that they just wind up laughing. But I share what the rumor is and then I tell the facts. And I tell them as objectively as I can and I sort of lay it out. I paint, if you will, a word picture for them. You know it's interesting that every time I do that, that's a rumor that never surfaces again. And I think you'll find it works. I call it the rumor mill. We have it at the end of each board meeting. And people are beginning to be somewhat careful about the rumors

they pass on because it may come back to them at the end of a board meeting.

You, as I mentioned, already know more than I do about community relations, about selling your schools, using such things as billboards, advisory committees, and all the rest of it. The thing that I find most difficult and maybe you do, too, is how to handle my own abilities in marketing the schools and how to get the employees in the school system to buy into a commitment to the school district, and remembering the fact that they are the most important items in marketing the schools. And so I like to work very closely with the school employees and ask them to be the marketing, if you will, technique in the school system. And I like to try to do that myself. And so I have simply laid out some items that I consider to be very stickywickets and I've asked you to take a look at some small techniques that might help you handle them. I do hope you have a good time marketing your schools for the rest of the year, and I'll bet you do a fantastic job with it.

Jon Wefald

Dr. Byrne, I'm very happy to be here tonight at this 8th Annual Rural and Small Schools Conference. I know that you've had a very important and fruitful day here listening to speakers from throughout the country trying to analyze even better than we already have where we are now and where we want to go in terms of rural schools not only in Kansas but in the United States of America. Let me say that it's a real honor to be president of Kansas State and there are many, many reasons why a person like Jon Wefald would want to come here and be the president of Kansas State. For one thing, it's an outstanding land grant university. For another thing, I know that over a long, long period of time, Kansas State University has prided itself on serving all 105 counties, farmers and ranchers, rural citizens, small towns, celebrating rural values and institutions. And it was true in 1890 or 1930; it's certainly true in 1986.

We're really delighted to have this Rural and Small Schools Conference here once again at Kansas State University. The truth is that we like working with people like you. We like working with the people that represent the heart and soul of rural Kansas, and I think you like working with us as well. It's a very excellent symbiotic relationship that we've developed here over a long period of time, but certainly in terms of the institutions you represent since 1978, when Jerry and others in the College of Education started to put together this very important Center for Rural Education and Small Schools. I think in many ways it is a model for the United States of America, and I know that people in other states could only hope to emulate the kind of framework and enterprise that we've put together here at Kansas State University. I know Jerry has spent many, many hours, weeks and years trying to perfect this very important instrument that serves you and all of your constituents and Kansas State University in a very wonderful way. So,

Jerry, I know that you've spent a lot of time dealing with educators, rural and urban, all over the state, and you've lent so much of your heart and so much of your spirit to this particular enterprise. We're really gleeful that you would take it upon yourself to put together this very important organization block-by-block and point-by-point. We're very, very happy with all of your efforts in getting this kind of thing together so that we could have the first-rate kind of conference that we're having here today and tomorrow. So I wish that you would join with me in giving Jerry a real big hand as well.

Well, it's really great to see so many participants from all over the state of Kansas - school superintendents, principals, board members, and their colleagues and friends. We're really grateful to have you on the campus of Kansas State University once again. You know, for me to be a champion of rural America is really no problem at all. It comes very, very naturally. I grew up in the small towns of Minnesota, South Dakota, and North Dakota. I went to a small high school in North Dakota and went to a grade school in Garretson, South Dakota, a little town outside of Sioux Falls. Believe me you can't live in these small towns like I did for all of my grade school, junior high and high school years and not develop a very strong kinship with rural America. I mean, North Dakota and South Dakota are as rural as you can get. But the point is my whole background is one of growing up in the small towns of rural America. In terms of my own education --I'm a student of American History. I have my B.A., my M.A. and Ph.D. in History, especially American History. You can't study American History and not know how important farmers and ranchers have been to this nation from the beginning of time going all the way back to the Puritans in the 1620s right up into the 19th and 20th centuries.

You know, when you're an American historian you can't help but remember what George Washington said when he said, "I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture." You know, Washington is one of the great presidents in the history of our entire republic. Thomas Jefferson was not only a very fine president, but very versatile--a renaissance person in the history of America. He put it this way, "No occupation is so delightful as the culture of the earth." Daniel Webster put it this way, "When tillage begins, other arts follow. The farmers, therefore, are the founders of human civilization."

When you study American History and you read about the Grangers and the Greenbackers and the Farmers' Alliance and the Populist Party and the Equity Movement and the Nonpartisan League and the Progressive Movement of Bob O'Falley, you cannot help but be impressed with the values and traditions and the courage and the steadfastness of farmers and ranchers throughout all of American History. And certainly there are many heroic figures that have come and gone in a great state like Kansas. But you can't be a student of American History and not realize that the values and institutions that America holds dear even now, in the second half of the 20th century, even now, in 1986, are really a by-product of the land and of rural America. If you've read any American History and you've had a chance to look at people like Alexis de Tocqueville or Frederick Jackson Turner or Louis Hart or Daniel Borston, what do they say about America? They really say that American civilization became singular in part because America was born free. America really escaped the feudalism that the Old World had known for centuries and would know long after the 17th and 18th centuries. For as our forefathers and foremothers came to this country from the old country, what they were really leaving behind was monarchy, aristocracy, feudalism, kind

of a stratified, highly structured society. They were coming to a country where hopefully just the reverse would be the case.

So what indeed flows out of rural America? Well, let's just think about it this way. How about the whole notion of individual rights; the idea that somebody could actually own his or her own land; the idea that you could actually vote and finally, ultimately hold office; that concept of individual rights is a direct by-product of rural America; the concept of equality. Is it any wonder that America is the country that has prided itself on the notion of the common man and the common woman, and this whole idea of equality means that nobody is any better than anybody else. This whole idea of agrarian democracy came right out of the Jeffersonian and Jacksonian world view. The idea of social mobility, that you could go from nowhere to somewhere, that you could pull yourself up by your own bootstraps, is almost singular to America and our civilization; the whole idea that you could own a piece of property and actually own it and farm it and be a citizen in America; the whole idea of the work ethic is really an evolutionary concept that came right out of the 17th and 18th centuries right off the land; the whole idea of private enterprise.

We're about the only country in the world that has ever truly tried free enterprise. Pure capitalism was something that evolved in America. The whole idea of government close to the people was a radical notion in the 17th and 18th centuries and yet Jefferson and people like that espoused it over and over again.

Local government, decentralization--throughout most of American History we've had decentralization rather than centralization. The centralization that took place after the Civil War with the Industrial Revolution and World War I and the New Deal and World War II is really unique in America if you look at almost our four centuries of existence which had much more to

do with decentralization and local control and people really controlling their own destiny. The whole idea of volunteerism came out of America in the 18th and 19th centuries. So I say this because you know as an American historian I understand how important rural America has been--to our whole history and to the values and the institutions that we hold dear. And if people insist on fooling around too much with those values and institutions that made Americans the greatest country on the face of the earth, they are going to be met with some monumental and mighty challenges.

I was not a farm son--I did not grow up on a farm, but you cannot be Commissioner of Agriculture in a great state like Minnesota and not realize that our farmers and ranchers did more to build America to be the greatest country on the face of the earth than any other single economic group. Here are people that literally have built America almost with the shirts off their backs and I can tell you that Jon Wefald deeply appreciates the mighty contributions of our farmers and ranchers. American agriculture, even after 150 years of an urban, industrial revolution, is still at a point where, though it's only about 2% of the entire American population, feeds this country better than any other people on the face of the earth. Not enough people appreciate how important our farmers and ranchers have been for this country throughout all of these years right into the present. They have been the backbone of our free enterprise system and have given America the highest standard of living of any country on the face of the earth. If you listen to ABC and CBS and NBC you would never get the impression that America is a great country in many ways in 1986, because the unbelievable and incredible contributions of our farmers and ranchers going all the way back to 1607 are ignored. It tires me no end that all of these so-called experts don't have the slightest appreciation for what our farmers and ranchers have done for America all these years--it's ridiculous.

We just need to understand that our farmers and ranchers are still important in 1986, to our private enterprise system and everything we're trying to do. You know that the American people in 1986 are only spending about 14¢ out of every dollar for food? You know there isn't another country in the world where the American people are spending virtually zero for food. You know people can talk to me about all these subsidies that farmers are getting. Listen, I'm an expert on all the price support programs and target prices and the set-aside. I know all about that; I've been studying it for years; I was Commissioner of Agriculture for six years. I get tired hearing different officials talking about subsidies for farmers. We've had subsidies in America since the 1950s and 1960s, and heavy ones. But the subsidies that have been most fundamental and lasting in America, certainly in the last generation, have been one-way. And those subsidies have not been from the consumer to the farmer. The subsidies that I know about that we've been operating with for the past 45 to 50 years, the subsidies that we know about in American agriculture in 1986, are subsidies that come directly from the local farmer and rancher to the consumers of this country and don't ever forget it. Our farmers and ranchers have contributed billions of dollars to our consumers over a long period of time and let us not, let us not for a minute forget. You can talk about all of the billions that the Congress is spending in subsidies and target prices in 1986. That does not begin to compare with all of the subsidies that American agriculture has provided for our country and our citizens giving this country the highest standard of living on the face of the earth, over all these past 300 years. And we had better understand that.

Someday people are going to sit up and notice there aren't any farmers and ranchers left! And then they're going to ask themselves the question, "Who," my friends, "is going to feed this country and 30% of the world, now

all these farmers and ranchers are long gone?" Then they're going to wonder who's been the backbone of our free enterprise system. Then they're going to start to worry about who's going to grow the livestock and the corn and the wheat. They'd better know now how important these men and women are to the future of America. See, I know you people know it because you come from small towns. You know that your rural schools are locked in an inseparable and one-on-one relationship with that whole sector of our private enterprise economy. That's almost like saying one and one makes two. I happen to know that if our farmers had an opportunity to make the kind of income they were making from 1973 to '78, most of the revenue problems we face in Kansas right now would disappear almost overnight--almost overnight.

You know, we talk about all the problems we're facing in Kansas right now. The oil and gas industry and the aviation industry and agriculture--none of them come close to the importance of agriculture and farm prices. We call it earned income or new wealth, my friends, a couple of concepts that a lot of economists have never even heard of and don't ever talk about. It's called earned income and new wealth. Every new dollar in agriculture turns over five to seven times. If our farmers and ranchers in Kansas were making just the kind of income they made in 1973 and '74, within two years we'd have liquidity and stability in the resources and finances in revenues for the state of Kansas. It's almost that simple. If our farmers do well, you do well. If our farmers and ranchers do well, we do well at Kansas State University. I understand that. At one time I was president of a smaller university in Southwestern Minnesota. One year, I got a chance to work with a lot of the schools. I really hadn't had a chance to work with schools, large and small, until 1977. You heard a couple of speakers today, Keigh Hubbell and Glen Shaw, talking about some of the things going on in Minnesota. Well it didn't take me too long, heading up that regional uni-

versity in Southwestern Minnesota, to realize that these small-town high schools are terrific, absolutely terrific. They get maximum amount of support out of minimum amount of resources and when you take a look at the rural town and city, you see that sense of community. You see the good friends and neighbors. You see a sense of law abiding and that whole concept of order that you see in rural communities. You talk about students coming to school everyday, and a low absentee rate, and students that have a work ethic. I know, we get a lot of those students right here at Kansas State and we're grateful to your schools because some of the best students we get are from little schools throughout Kansas. They end up being Rhodes scholars and Fullbright scholars and Marshall scholars and top debaters and that's the truth. Half of all our students here at Kansas State University come from the smaller communities of 2500 and fewer in the state of Kansas and we're thrilled to death to have them. So I know that the small school plays a very prominent role in your community. It is the key institution,--it is the institution that keeps that community going. It's not only the educational center, it's the social center, it's the cultural center, it's the entertainment center--it is the whole focal point of the values and institutions that we hold dear in rural America and in our small towns. That's how important our rural schools are. And we understand that here at Kansas State. We understand it, we applaud it and we celebrate it. And we want to commend it and we want to support it; we want to see it continue. We know that the rural school is probably the glue that holds the social fabric of rural Kansas together and we want to do everything we can--I know Jerry does with his Rural Education and Small Schools Center--of doing everything we can to do research problems for you, in terms of finances, instruction, curriculum findings, continual professional development, to assist teachers and schools in a curriculum development project. We want to discuss issues

with people like yourselves in terms of how the state ought to relate to you, what the property taxes should be, and what the overall state aid formula should be and how teachers should be paid in this state and what level they should be at. These are all kinds of things that we can do for you. I know that we've done a lot of work with the rural schools. We know that you've done a lot for us in illuminating all of the problems that you face across the state.

You know that we got good news from Bob Dole a couple weeks ago. Well, it's now apparent that we're going to be able to put in place a $6,000,000 telecommunications center--a very nice production facility, but also a teaching facility. That telecommunications center is going to be yours as well as ours. We're going to structure that thing in such a way that hopefully with your advice and your input, we'll be able to put in place a very nice telecommunications center that will help us address many of the same problems that you face. We want to be able to develop and transmit instruction for high school students in special need areas like foreign languages, physical sciences, advanced math and anything else that you think might be appropriate. --nothing that would duplicate or conflict with what you're doing, but hopefully that would dovetail with it. We want to assist the local districts in meeting your inservice needs. We certainly would from time to time be able to update educational personnel in topics of special interest, and hopefully we can arrange teleconferences with counterparts within Kansas. There are all kinds of things we can do with this center.

I hope you get to Dave Byrne and Jerry the kind of ideas you want reflected in our final operation. For as you know the other thing that's going to be of great importance in Kansas in the next, certainly in the next 5-10 years, is economic development. We are not going to forget rural

Kansas. We're not going to forget Western Kansas. You know the first town I visited when I got the job--I'm a stranger, right, from Minnesota--the first town I visited was Dodge City. Dodge City is the first town I went to. I mean that's got to tell you something right there. I've already been in Dodge City, Liberal, Garden City, Goodland, Norton. We're not forgetting Western Kansas. We're not going to forget any part of the northeast, southeast either. In every section of the state that I go, they say, "Well, you never think about us." Well, if we haven't, we will. We want to relate to rural Kansas; we want to relate to people like yourself. So when it comes to economic development, Kansas State is going to play a very, very important role. There are all kinds of things we're doing with our FACTS program, our THIN PACK program, our REPRO programs, our home economists, our extension service, our experiment stations, our small business institutes, our Rural and Small Schools Center; all of these things are placed in operation so that we can work with rural people all over the state. My friends, we want to continue to do that, we're happy to work with you, we're delighted you could be here today and tomorrow. We're very, very happy with all of the support that you've given Kansas State and we just want to reciprocate that just a little bit. Now let's all hope that the Boston Red Sox win the World Series tonight. Thank you very much.

"Educational Partnerships and Their Role
and Impact on Economic Development"
Tom Hansen

Good morning. As I was coming in today, Jerry Horn gave me a copy of the K-State newspaper, and as I was perusing it I had a chance to look at my favorite cartoon. I don't know how many of you happen to read "Bloom County" but Opus is getting ready to meet his potential future in-laws, I guess, and he talks about being a little nervous. I think that probably characterizes my position today. I hope I don't fall asleep up here; I had to get up about 4:15, 4:30 this morning to get on the series of highways that took me up to Manhattan. I also taught class last night in leading a program that we have for managers at Boeing.

I'd really like to visit with you today not necessarily as just an employee of the Boeing Military Airplane Company in Wichita, but also as a citizen of the state of Kansas and as a parent of children who are currently in the public school system and a three-year-old who I'm sure will face many more years in the public school system. This is the second largest group that I've ever had an opportunity to visit with. I hope that the fact that my picture did not appear in the announcement for this conference did not turn some people away here. The largest group I ever had an opportunity to talk with was 800 CDs. I happened to be a CD also in the late 1960s in Okinawa and I had the fascinating topic of talking about the Military Justice Act of 1969 so you can imagine how excited everybody was in the audience about that. If you know anything about CDs, they pay very little attention to rules and procedures and anything else.

A part of my job deals with the development and implementation of training and career development, career education programs, for the engineering and scientific work force at Boeing in Wichita. One of those

responsibilities is putting together and conducting an orientation program for the newly hired engineers. As part of your job perhaps you have to conduct orientation programs for new teachers or new administrators that happen to come into your district and I'm sure that you rely upon many resources within your communities in terms of guest speakers to come in and visit. Well, yesterday I had one of my speakers, in fact two of my speakers to be exact, fail to show up, so I had to kill 30 minutes while I was waiting for somebody who I had anticipated coming and actually never did come until that period of time, so I thought, you know, perhaps that was a preparation for what we are going to get into today.

Additionally, even though I grew up in Topeka, Kansas and I went to school in Emporia, I took an extension program out of Kansas State University in the early '70s under the program they called the VEEP program. Anybody remember VEEP? V-E-E-P? Vocational and Educational Employment Program--excellent program that we have in a Kansas City, Kansas school district, not the Wyandotte County School District, right, Ron? Ron Brown, one of my former bosses, happens to be in the auditorium and he was kind of motioning back there when I said Wyandotte. I used to teach at Wyandotte High School down at 25th and Minnesota Avenue in Kansas City, Kansas. I was the first vocational counselor for all the high schools in Wyandotte County and I learned quite a bit on how to start a work study program and how to drive my car down on Central Avenue or Minnesota Avenue or State Avenue or Leavenworth Road or Quindaro Boulevard or Brown or whatever. I'd park my car and get out and start knocking on doors of business people in the community, to see if they were interested in participating in what we called a new and innovative program at that time which was called the Work Study Program, which, I'm sure you all know, provides an opportunity for students

while they're still in a high school setting to become familiar with the world of work and actually experience it while they're still a student in school. It helps them to not only work with the employer but also that key element, the parent.

After I came out of the service in 1970, I went into the teacher education program at then KSDC and went through my doctor's and master's program in special ed, and became one of the first people certified as a special ed administrator in the Wyandotte County, or Kansas City, Kansas school district. As I was going through my preparation for that program, I went through a class called The Principalship. I'm sure that most of you have been through that class. In that class Dr. Macoby who used to be a superintendent of the small town, in Kansas, which I'm sure a lot of you are familiar with, mentioned the fact that the building principal was the educational leader of the school. Right? Is that the way all of you learned it? And the superintendent was the educational leader of the school district. And then I got to become a principal, and I learned the higher up you go, the less control you have over the destiny of the school district. I'm sure those of you who serve in capacities of superintendents or associate superintendents or certainly building principals know that teachers are a funny lot, that you can preach to them, instruct them, advise them however you may wish to, but in reality it's that individual classroom teacher that controls the destiny of those students and controls for the most part the destiny of that particular school district. How many of you in here are classroom teachers? Excellent! I wasn't expecting this. I was expecting there'd be just a few of you. I'm glad and I'm encouraged to see that the school districts have allowed you release time just prior to the KNEA Convention

which is coming up a few weeks from now to spend some time here with your peers and talk about education in rural America.

I'd like to file a little bit of a disclaimer up front and mention that I'm not an economist. My background is education, in particular special education, and in looking at the topic of educational partnerships which I volunteered as a result of activities, my involvement with the Kansas Foundation for Partnerships in Education; I became a little bit more familiar with the economic state of Kansas, and obviously when you listen to KSN or the other television networks and radio stations and the Eagle Beacon and other periodicals, they most certainly give you a little bit of a snapshot of that particular point in time of the economic base in Kansas. But as we all know, if you ever want to learn a subject, volunteer to give a talk on it or teach a class on it. You'll find out a little bit more about what's involved in that subject. In researching that, going through a business development group, I came across some copies of an article, The Kansas Economic Development Study--if you have not had an opportunity to review that article, I'd like to suggest that you do. It was put together by two gentlemen from the University of Kansas and Kansas School of Business, Dr. Tony Redwood and Dr. Charles Krauder. I think there may be a little bit of an urban flavor here in the interpretation and the economic figures that are presented as a result of this study. Some of you may find agreement with it. Some of you may find disagreement with it. Because in using this as a source document in looking at the economic outlook of the state of Kansas, of today, looking back a few years and projecting into the future, the basic premise behind most of the text of this deals with the fact that there has been and perhaps will continue to be a serious concern in the

state of Kansas that this state is losing its competitive edge in terms of economic development.

In Wichita, even though perhaps some of you may consider that to be an urban community, I think Dr. Bauman who also happens to be from Wichita and I can tell you that Wichita is a rural community. Most of the people who work with me at the Boeing company, a good portion of them, live in rural Kansas. There are obviously some that live within the city of Wichita, but I think you'll find that there's a much greater alliance and understanding of rural Kansas through the Wichita community than perhaps one might experience in some other parts of the state. The basic findings of the study that Dr. Redwood and Dr. Krauder conducted concluded that the current economic development weaknesses seen in the state of Kansas are not perceived to be temporary. That's the bad news. They have been here for awhile and depending upon how far back in history you want to go, you can determine what the history books may say, it is not temporary and it is felt that if it is left unabated--in other words, if corrective actions are not taken by all of us, both from the business community and from the educational community, the citizens of this state--that existing trends will not only continue but result in erosion of the state's economic base and our ability to provide quality services. That's the bad news.

I think most of us are certainly aware of certain things that influence our economy, certainly agriculture, the extraction business, the oil and gas business. My sister and her husband happen to live in Ellsworth, Kansas, and my brother-in-law is an engineer for a natural gas plant in Bushton. Bushton, I think, falls into the category of rural Kansas. He's seen that plant erode significantly in terms of the number of people employed in Bushton, from quite a few engineers, in excess of a dozen, down to one,

and that happens fortunately, I guess, for my family's sake to be my brother-in-law. The good news is that the state can influence these trends and it can do that in a positive manner. In doing that, it must mean providing support not only for adaptation and change but also the application of science and technology to the existing economic base as well as pursuing other industries recognizing the strengths that we have in the state.

I've had the opportunity on several occasions to meet with Ron Walford, who in 1977 moved to Wichita, to become the first president of the Boeing Military Airplane Company which was actually formed in 1977. Prior to that, the firm was merely a division, operating division if you will, out of the commercial airplane company in Seattle. But, on many occasions, he has brought to the attention not only of the employees but also visitors and particular members of the Board of Regents in the state of Kansas, about one of the prime decisions that the Boeing Company made keeping the facility in Wichita which I might add just a decade ago was up for grabs. Right now we have 21,000 employees that are directly employed by Boeing in the state of Kansas. Nine short years ago a decision had to be made as to whether we would expand at all, and perhaps even the facility might have been closed down. One of the factors that went into the decision-making process which ultimately ended up in favor of the state of Kansas and the city of Wichita was the strong work ethic of Kansans. That obviously speaks well to not only the economic base of the state but also the nature of the people that happen to populate this great state. Recommendations in following up with the good news in terms of ways that we can influence these trends in a positive manner include the funding and establishment of an industrial liaison function at major universities. It is important, it is essential, it is critical that universities in the state of Kansas become more in touch

with the companies, the communities for which they eventually provide graduates to be employees and preserve and continue the economic base of the state.

You've got to be in touch. A few in the crowd happen to know that I drove up this morning, I'm driving back this morning and I'm getting on an airplane and flying out to Anaheim, California this afternoon, so it's going to be a rather long day. After returning I'm pleased to be allowed to visit on Friday morning with Dr. A. Tomes, who happens to be the Vice-president of Research from Wichita State University, to talk about the continuing relationship between the university, in this case, Wichita State University, and industry, the Boeing Military Airplane Company. We have enjoyed a history of very positive relationships and we would expect that history to continue in a much more favorable manner. But that can only be done with the recognition from many of the educators in the crowd today that no matter whether you happen to serve a public school system, a parochial school system, community education, community colleges, a university system, any other form of educational institution in the state of Kansas, don't wait for industry to knock on your door. It may be a long wait. I can guarantee you other states are pursuing aggressively businesses that currently exist within the bodies of the state of Kansas, and if you don't make a commitment to those individuals who are operating industry in this state, you will find that other states are very willing to do that.

And so the first step in some cases needs to be made by education. Hopefully you'll find that that step is made. Those steps are made mutually both by industry and by education in the mutual understanding that business cannot grow without you and the state cannot grow without industry and without a strong educational combination. Secondly, they recommended and

endorsed strongly a continuation and expansion of the state's commitment to all levels of public education, public education in general and rural education--I'm glad they tacked that last half on there. It seems like, you know, we have two balls and we forget that we have two hands. It seems like, when it comes time for funding that either the money goes to K-12 or the money goes to the university system, but never both at the same time. So when one attempts to make up ground and might appear to be flourishing, the other one perhaps is losing ground. Public education in general and higher education in particular are crucial elements for the future of the state of Kansas.

The state's economy is not well positioned to go forward into the next decade. And repositioning the state economy is the challenge not only for the people in Topeka, but for all of us in the various communities throughout the state. The structure of the economy of the state of Kansas has changed significantly over the past half century from the obvious involvement of agriculture to less involvement of agriculture perhaps somewhat similar to other states throughout the country. The trend is very clearly one of a long transition out of farming into other forms of economic activity. To those farming producers, 8% of the state product and manufacturing 20%. Forty years ago during World War II, this division reversed. I wish we had a crystal ball under the podium here that we could look at and say, "Well, what's it going to be 40 years from now?" and go out and buy futures and buy stocks in different companies but we can't do that. So as we look forward to the future we must reflect upon the past and visualize what past performance has been.

In terms of demographic information about the state--and this is very interesting to me, being an older Kansan, because I've never really looked

upon it in this way--in 1890, the state's population in comparison to the United States was 2.27% (48 states at the time). During the 1980 census, that 2.27% shrank to 1.04%, representing the fact that as the country grew, Kansas did not grow in proportion. If the trends continue and we have no doubt unless some form of intervention takes place, by the year 2000 the state of Kansas population will be less than 1% (.93) and by the year 2030 will be .75%. Through information from that, we found that Kansas has one of the slowest population rates in the United States. The state has experienced a net out-migration every census period since 1890, every census period. And those who are leaving are the ones that we don't want to lose. You know there has been a tremendous amount of verbiage given to the topic of brain drain, and it's very true. The predominant group of out-migrants, if you will, have been young adults, young persons who possessed higher education and higher skill levels, exactly the population that we need to thrive, to grow, to become a much more viable state. The average age in Kansas is above the United States average, and substantially higher proportions of people are over the age of 65. I like to credit that to clean living, if you will.

Although the state still has a high rural population--you represent only 33% of the state's population--there has been a significant wrong distribution within the state in terms of employment opportunities. All we have to do is break out a map and look at the highway system and I think you can imagine where the predominance of that redistribution has been I-70, I-35, I-135 East. Again, a large part of that growth is in the Kansas City area, Topeka area, and Wichita, perhaps more so in the Kansas City area. As a result of my involvement with Ann and Jerry and Ron Loebe with the Kansas Foundation for Partnerships, I've had an opportunity to visit Kansas City a

little bit more frequently than I have over the past five years, and recognize that I lived in the city during the '70s. It's astounding how much Northeastern Kansas has grown. It's significant. Especially in comparison to other parts of the state. This to me is somewhat surprising. The fact that the rate of business promotion in the state in recent years has not only been well below the national average but it has been significantly below some of our neighbors, Colorado, for instance. I've always been able to understand that a little bit because as you go out and see the Rocky Mountains and the beauty which most of us go and see, I think, during the summertime when we don't have to worry about the ice and snow, perhaps, except in the mountains. The state of Colorado, but also the state of Oklahoma has experienced significant growths in terms of business promotion, whereas the states of Missouri and Nebraska have remained somewhat static.

In looking at the economic factors that affect all of us, but perhaps most critically those of us in Kansas, there are things that we can control perhaps and there are things that we cannot control, things that are much more of a national influence than anything else. One of them is obviously the strength of the dollar-- a factor that's controlled at a national and international level, and weakening if not plodding agriculture and oil prices.

Over the past few months I'm sure many of you in the audience here took advantage of the 2.9% or 2.7 and 4.9% financing on cars. And as I was filling my car up with transmission fluid and checking the gas one day I thought well maybe I better take an opportunity to come up and find another car while the interest rates are low. I went down to the local VW dealer down on South Oliver, and met the type of salesman that I liked, you know, low-pressure, helpful, not pushy, and he said, "Well, I'm a geologist."

"Well, how long have you been on the job?" "Oh, about a week." He explained that he was an independent geologist in the state of Kansas, graduate of the University of Kansas in Geology. I had a lot of time to talk with Mark about the state of the oil business, and he did not predict going back to work in his profession for several years. This is not a young man fresh out of school or a young man without contacts or credentials. This is an individual, six years experience and a very prosperous business within those six years, in the auto business, and again, not controlled necessarily by anyone within the state of Kansas but the powers that be outside the state. We always like to start out with the bad news perhaps, but there are things that we can influence. And those are, again, economic factors. We've got a lot of weak economic performance, inadequate overall employment growth which we've experienced, an inadequacy in the growth of education and skill levels of our students, and intensive sectors and inadequate growth in those sectors that are expected to expand strongly within the next decade. In summary, again in terms of looking at the economic end of the state, the state's economy unfortunately, and unduly unfortunately, is dependent upon a few sets of industries that have served us well in the past and hopefully will serve us well in the future. But, we can't rely upon that. We can't rely upon any sole source of industry in terms of our entire economic base in the state. We have to diversify. We have to look for other sources. We can't allow someone 10,000 miles away from us to control the welfare of the people in the state.

Kansas has an excellent higher education system. The major universities within the state do provide, I believe, a strong foundation on which the future progress can be made, the university that is hosting us today and all the major universities and universities throughout the state. However,

it is again vitally important that linkage be maintained between the state university system and economic development. Technological innovation is the sustaining force behind the development of new industries. We've noticed that, again looking at the Boeing Company in particular because that's where my background is from, that's the only way we've been able to remain in business. We have to be competitive out there. If you read in the paper about all the sales that we've experienced over the last three years and we've experienced quite a few of them, it's only been because we've been able to reduce the cost of doing business, and to remain on a competitive edge in terms of new technology. And we hope to continue in that fashion.

In terms of economic outlook for rural Kansas, again, the factors that affect the economic outlook for rural Kansas include the fact that the Kansas economy again is growing at a much slower rate than the U.S. economy and the fact that the growth that has been experienced has been somewhat unevenly distributed and concentrated in the eastern parts of the state. The western parts of the state, the more rural parts have depended upon primarily farm economy. However, the farm income has dropped 14.6%, fallen 14.6% from 1978 to 1983. We have a time when obviously the cost of living and running business has increased. And again, these are conclusions by Drs. Redwood and Krauder, that the inability of rural Kansas to develop a diversified economy has impaired the attraction of new businesses and we've been very vulnerable to changes in agriculture.

In visiting with Fran prior to the talk this morning, I mentioned that this happens to be an urban university's point of view about rural economy. And then, as a result of that, we have experienced a declining population in Western Kansas, another out-migration, and somewhat of an aging population.

I've experienced that personally through my in-laws. My wife is from Minneola, Kansas. How many of you know where Minneola is? Listen, I didn't know where it was until I met this young lady 15 years ago. Small town, farming community, you live on a farm, nobody ever lives in Minneola--they live three miles south, one mile west, and a half mile south; two daughters, one of whom is my wife, a school teacher in Wichita, Kansas, fourth grade I believe this year, and the other one works at the University of Kansas in Lawrence--neither of whom have expressed any current intentions of returning to the farm. In fact, when Donna brought it up, my sister-in-law, a few years ago my father-in-law was quick to stop her and say, "Stay where you're at." And he has been a long-term supporter of the farm economy, being a wheat farmer in Kansas, and yet he sees the difficulties that are faced out there and he really doesn't wish his children to be faced with it.

The key issue of growing is through the promotion of economic development through diversification. How can you do all that? You probably can't. The only way diversification can be achieved is through a cooperative effort between education, the private sector, and the business community. Collaboration between business and rural education is critical. You can look at Wichita as a snapshot, and we don't have to go back very far to find Wichita in perhaps a state that many of your communities are in today. It was a little bit larger scale but still in a very critical phase of its development. In 1970, Wichita was hurting. In 1970, the Boeing Company had 3800 employees, where 15 years previous to that we had 38,000 employees during the development and construction of the B-52 bomber. When you lose 30,000 employees over a 15-year period of time, it hurts. And in an attempt to analyze where people go when they leave, we found out something that perhaps is not surprising to those of you in the audience. They do not leave for

other parts of the state. They leave the state--and few return. In a study done by the Chamber of Commerce in 1983, they found out that of the state's high-technology workers, one-third work in Wichita. Forty-three percent of the state's engineering work force work in Wichita. In realizing how did this came to be over a 15-year period of time, we looked at overall factors that one must consider in terms of how we attract and retain high-technology industry. If you live in Wichita, the important factors include a major university. Now if you live in Dodge City, if you live in Western Kansas, or if you live in Goodland, Kansas, do you have a major university across the street? Probably not. But as a result of satellite up-links and other technological developments that allow the Manhattan campus, the Emporia campus, the Lawrence campus, the Wichita campus to enter rural America, the lines are quickly erased. Existing high-technology companies--it seems like a Catch-22; you can't get one without having one, but you can't have one without getting one first. In many cases it means the expansion of the existing company to accommodate advancements in high technology. A trained and professional work force--this becomes very difficult. Those of you who are in vocational education have known for several years the fact that Kansas does have a low unemployment rate for the most part, and as a result of that low unemployment rate, it makes it much more difficult to attract industry, because there's not a large labor pool out there to draw from because most of the people are working. That's the good news. Obviously, you know, there are companies such as General Motors looking for places to locate. They're also looking for people within the community who are able to either currently be trained or possess the capability of being trained to perform these high-technology jobs that would be filled in the existing work force. That's where you come in, believe me, that's where you come in.

Collaborative efforts between the university system and especially the vocational schools and industry are vitally important.

Quality of life--have a friend who's from Nebraska, a rural community in Nebraska, Western University of Nebraska, got a degree in Electrical Engineering, left the community, got out to Westinghouse in California, found out that after his kids got to a certain age, he and Nancy did not trust some of the kids to school, crossing certain streets, and that the quality of life that he remembered in rural America was the quality of life he wanted his children to experience. We have something to offer there and we should promote that. When I talk about diversification of the economy I also mean diversification of your ability as educators to provide training perhaps in nontraditional fashions, not just offering course 101Z, but going out and tailoring courses to specific needs of industry in recognition that those needs will culminate in successful placement of people and competitive employment within the community. Sites, buildings, currently existing buildings, taxes are the things looked at first in an overall business environment. There's no sense beating around the bush. Industry looks at that, and that's certainly one of the factors that contributes the most to whether or not they choose to locate or perhaps even expand in a given area. Nationally the percent of all job growth can be attributed to leaving businesses in the current locale. So that's not to say that we look totally outside of our particular community or state, but we also need to look internally in terms of businesses that exist today and the possible expansion of potential through those businesses.

And then a snapshot of Wichita and the views of the state of Kansas economy as seen by two individuals that took a study of the teenager a few short months ago. Educational statistics, I'm sure all of these and board of

trustee meetings --certainly CBS, NBC, periodicals talk about the sad state of education. Educational statistics, as drawn from the National Assessment of Educational Progress, indicate that 14% of 17-year-olds cannot perform tasks considered minimum for functional literacy. Twenty-eight percent of that same population cannot answer questions, the comprehensive aspect of reading, determining little in comprehension of what they read. Fifty-three percent of 17-year-olds could not write a letter--and 40-50% of all urban students have some degree of serious reading problems. Education is under attack. Unfortunately perhaps we pay too much attention to these and don't consider that there are differences between the perception of school officials and perceptions of employees when it comes to the adequacy of education.

Why does this occur? In most cases I venture to say it's probably the lack of communication between the industry and between education, and it's both of their faults. Our ability to compete on a national basis is threatened by the shortage of skills, engineers and scientists and perhaps most seriously, because not everybody is going to be an engineer or scientist, by a lack of general scientific and mathematical literacy. High school curriculum--when is the last year you've got to take math? Tenth grade, right? When is the last year most kids take math? Tenth grade. The minimal standards. If you set minimal standards, unfortunately, none of these may be true minimal standards and we find that they're not competitive in the work place. The overall performance in higher-order skills such as inferencing, critical interpretation, and problem solving has declined in the '70s. Our nation, as I know you all well know, is suffering a significant shortage of teachers in critical subjects such as mathematics and science. What's the first argument when you hear somebody from business say that? Why in the hell did you steal all of them, right? That's what we hear all

the time. From Dr. Bauman, "Why are you taking our faculty away from me?" Perhaps we are. And perhaps more cooperative efforts in providing internships, semi-employment, and other methods involved in expanding the skills of those professions but also perhaps something from an income standpoint are essential. There's a shortage of summer institutes and college programs that grow the skills I've named in science teachers and I think this gets back again to the shortage perhaps of those people not only at the university level but also at the public school level.

People who are entering the teaching profession today rank near the bottom of schools in the SAT College Admission Examination. In 1982, SAT scores for students preparing to be teachers were 80 points below the national average. The typical elementary schooling includes 25 instructional hours, during which one of them is typically devoted to science and less than four to math. At the same time, the people who you have to compete with in the world, who are trying to sell our products to our buyers and selling our products to our neighbors and to ourselves devote considerably more class time to those critical subjects than conducted in American schools. Students in those countries are introduced earlier to subjects such as mathematics, science, and they spend more days in school than children do in this country. Can we do anything about it? You bet. Can we do anything about it alone? Been trying for years, right? The only way we can succeed is if all of us citizens of the state, through collaborative efforts, by working together--business, industry, the education system, citizens--bring those points home. And the way is to bite the bullet. We may need more taxes, probably will need high taxes, but you have to examine what you get in return. The Business Higher Educational Forum estimates that 10,000 more engineers will be needed in the very near future, even

though U.S. schools are only producing 60% of those amounts needed. We currently have, just in Boeing MAC, Wichita, which is a medium-sized air-space company, at any one point in time an excess of 200 job openings that we cannot fill in the sciences, and we recruit extensively throughout the country, however predominantly in the midwest. Between 1960 and 1977 the proportion of public school, high school students enrolled in science and math has declined, and getting worse since high school students take no math or science beyond the 10th grade, and then when they get to be a freshman, and they go see Dr. Bauman at Wichita State University and want to become involved in engineering, and he says, "What's the highest level of mathematics you're taking; when was the last math class you took?" it was probably the only class that was required at the high school level to graduate. By that time, it's too late. The universities typically look back at the high schools, if you're a high school teacher like I was you look back at the junior high, if you're a junior high teacher you look at the sixth-grade teacher, and it goes all the way down the chain until finally you get down to Mom and Dad. It's all of us. It's all of our problem. One last statistic: Between 1979 and 1980 a survey of 600 colleges indicated a 64% drop in enrollment of people preparing to be secondary science teachers and a 78% drop of those individuals preparing to be secondary math teachers. How many of you in your school districts and community colleges currently have openings for mathematics or science teachers? Nobody? You're doing a lot better than most people. It becomes critical. We've found a way, I think, to help the schools of Kansas. The myriad of organizations that support education out there have got to be working with education. I would strongly suggest that in those areas, in the parts of the state within the local communities in Kansas that you

design the concept of partnerships and formalize your relationships with those people who represent the business community. The forming of partnership programs is a cooperative endeavor, cooperative. However, sometimes it may not be perceived as that as you become more involved in it, between the school and the school district, and corporation, business, civic organization, college, university, foundation, government agency, with the ultimate objective of promoting the interest of the school. The happiest benefits that you achieve from it are an increase in participation at the private sector in the educational process, a sharing of resources between schools and the community, the development of new and more useful projects for the improvement of the total community, and the broadening and improving the public awareness of schools and the schooling process.

I would venture to say there are more lobbyists in Topeka and there are more lobbyists in Washington, DC that represent the private sector than represent the public sector. Lobbyists are expensive. However, they're a necessary evil to communicate what your desires are both from a state standpoint and from the particular product that you happen to produce. Why not exercise the lobbyists of industry? Your needs are their needs. Collaborate with them. Have them go in and support you. You'll find in most cases we're all out after the same thing. And only through that collaboration can success really be achieved.

Benefits--what do we get out of it from business? A friend of mine, Claude Dawson, is the soon-to-be-retired after 40 some years director of Human Relations for the Coleman Company in Wichita. When Mr. Coleman showed him the seniors looking at providing partnerships and sponsorships for schooling and schools in the city of Wichita, why not? Schools came in typically and asked for these things and they asked for those things and the

one question that only one was successful in answering was, "What are you going to do for the Coleman Company?" And being able to answer in a spontaneous, honest, sincere manner, that one particular school happened to be the recipient of an Environmental Center.

You do have something to offer. You have grey matter up here. You have a lot to offer. What do you offer for companies like Boeing? Where do you think most of our work force came from when we had to expand from 3800 people in 1970 to 28,000 in 1986? The Midwest. Most of those people--Kansas. And I'd say a third of our population, perhaps even more than Wichita State, are from K-State. You have a lot to offer us. We rely upon you for not only our existing work force but our work force of the future. Please believe me that it is in the interests of industry, not only in Wichita but in other parts of the state, to make sure that the school system is grooming and preparing those young people today to be our future employees of tomorrow. It does mean something to us. And it doesn't take a heck of a lot of convincing to bring that point across, to better the future work force, to strengthen the existing work force. Again, over the past few months and past few years for that matter, we've had an opportunity to sell a few more airplanes. If you sell a few more airplanes, you've got to build a few more airplanes. To build a few more airplanes, you need more skilled people. Where do you get sheet metal mechanics, when vo-tech has not been able to place one in 10 years? It has placed very few. You create a supply. You work collaboratively with people like Dick Ladd--some of you know Dick, he's a great guy, he's an excellent educator, he's the director of the Wichita Area Vocational-Technical School--and you make things happen. And Dick Ladd made things happen. You <u>can</u> do that. You don't have to wait for the fall semester or the spring semester, the summer semester. You've

got to diversify, you've got to be innovative and go out and meet that challenge. And industry is there to support you and they will support you because they need you just as much as you need them. The obvious enhancement of future economic development--if you hire teachers out there, how many times do you hire their spouses? Probably quite a bit. When you hire them you may be somewhat instrumental in the placement of those individuals somewhere else in the community. So it is therefore to your advantage whether you're in education or you're in the business world that you exist within a community that is thriving from an economic standpoint.

Citizenship--most of us out there at 3101 South Oliver are from Kansas. We have now transplanted Washingtons, huskies, a lot of people that come from various parts of the country but for the most part they're noble people and they do care about our state, believe me, or I wouldn't have gotten up at 4:30 in the morning to drive up to Manhattan, Kansas. It also enhances employee retention. The ability to provide a strong university system, a strong public school system, a strong adult community education system, is vital to the community, not only for building the future work force, maintaining the existing work force, but also enhancing employee retention. Believe me as parents, people look at the quality of the school system and where they happen to locate and the quality of education they think their children are going to receive.

And lastly, provide a better understanding of what the educational goals are, sitting down and talking about things that are of very mutual interest, perhaps not on the surface perceived as so but they are of mutual interest. What's in it for education? Enhanced job placement, obviously, for students who exit the school system and greater identification with business objectives that have been identified within the industry, and what

I call "directive curriculum development activities." As you go out and you build a curriculum and if the purpose of that curriculum is to prepare people for the real world--I don't know what the real world is, I really don't like that saying--but, for the world of work, if you will, when was the last time you talked with anybody in the world of work in which you intend to place that graduate? If you haven't been getting involved, do it. There's no sense training people for jobs that went out of business in 1947. You can read about it through various educational periodicals, but again, the key element behind that is that of contacting and working actively with people in the business community. We can't do it without you. We really can't do it. It's an excellent state. We have a long ways to go. We're going to build on the future, and I hope again as you go back to your home communities today, tomorrow, Thursday, that you think about how you can develop a better relationship between those individuals who represent the business community in your city and your county and work towards a common goal and that is the enhancement of the quality of life and the economic state of the state of Kansas. Thanks for your time.

Roy Forbes

It's always a pleasure to be in Kansas. This is my second time this month as a matter of fact. I had the opportunity to be down at Pittsburg State University at the beginning of the month and worked with the people down there for two or three days--always good to be in this state. This morning the speaker referred to a statistic that 15% of the 17-year-old students were functionally illiterate. That particular piece of statistics was developed while I was at the National Assessment of Educational Progress in Denver. The particular data that it's based on goes back to data collected in schools in 1974 and 1975. I was sitting there kind of scratching my head just a little bit saying I'm hoping when the military hardware people start talking about new designs, they aren't going to base any of their decisions on statistics that are more than 10 years old. It made me a little bit nervous.

That little bit of statistics, by the way, has an interesting story behind it. We had surveyed 17-year-old students to find out what they could do in some very minimum, basic reading comprehension skills and we took the information to Washington. We sat around a circular table--and the person who was responsible for the Right to Read Program decided what the cutoff score would be which resulted in 13% of the 17-year-olds being functionally illiterate. We could have moved the cutoff score a little bit one way or the other and that statistic would have changed greatly. We shared all of the information with the reporters we met with later that day. It made the headlines, and several weeks later the Commissioner of Education--this before the days of the Department--was making a speech. Some people did not

like to deal with odd numbers like 13 so he made a speech in which he said, "and 15% of the 17-year-olds in our schools are functionally illiterate." So I cringed a little bit but I didn't pick up the telephone and call him. About a month later the Secretary of Health, Education and Welfare, who obviously didn't like to deal with numbers that ended in 5's (he could only deal with numbers ending in 0's) made a speech in which he said that "20% of the young people in the United States are functionally illiterate." And more than likely you will hear sometime this year somebody quote that 20% figure to you and that's exactly where it comes from--the 20% rounded from the 15% rounded from 13% which was an artificial cutoff score by someone armchaired, sitting around a circular table in Washington, DC one day.

Now that's not to say we don't have functionally illiterate young people coming out of some of our schools in this country, but it certainly sends a different message to the public when people are so free to throw that type of statistic around, not really knowing where it's coming from. The title today is "Restructuring Rural America--The Education Component." I gave some thought about using that term restructuring because that's a negative term for some people; some people don't want to be restructured. I started to think of some other way of trying to express the same point, make the same point, and I decided I would stick with the term restructuring because restructuring does not have to be a negative term. Restructuring is something that is occurring in our society today. Things are changing and those of us that work in rural education probably bump into that fact each day that we're in a school, or in a school district, or at a university, or in the State Department, in our State Capitol, or anyplace else. We are going through a restructuring.

So, in my remarks today I would like to outline just briefly some of these changes--general in nature--but, nevertheless, will emphasize some of the things that are affecting rural America. And then there are two other parts because after the first part people may think that I'm a doomsday-type character and I'm not--I'm very optimistic by nature. So if you'll stay with me through some of the negative stuff at the beginning I promise that I will be ending up my remarks today on a very positive and a very high note. I'm going to try to keep from sounding too political, but I will be from time to time. I'll not make it a Republican versus Democrat type thing and I'll avoid the liberal-bite, conservative-bite thing, although when you first came in today and everybody was sitting over to my right I was feeling very much at home in Eastern North Carolina. I will also try to avoid politics in general but I'm not going to keep my word on that because I get started right now violating it. I can't avoid being critical of people who live in the past--who try to make you think that somehow change is unpatriotic. They would like to just ignore the problems that are being created. They would like to think there's no such thing as street people in our cities or they would like to think that all is well on the plains of Kansas. They like to blame groups of people for having created some problem for us. They're the same people, by the way, that I think have helped some people get rich at the same time while some farmers not only here in Kansas but certainly back in Eastern North Carolina have been going bankrupt. Now that might sound almost like I'm running for office back home--I'm not. We are having an election and I'm hoping that the person that we elect and send to the Senate is not going to resemble that list of characteristics that I just mentioned. North Carolina doesn't need to send to Washington, DC another Jesse Helms. I'm hoping we'll be able to send someone that's got a vision

of what can be, not someone who's interested in trying to turn the clock backwards.

To respond to the challenges facing rural America we're going to need a vision--a dream. This is essential if we want to maintain what is good about rural America and I'm going to come back to that point a little bit later. Rural America is changing, just like other parts of our society are changing. I know it's a complex and complicated set of events which has created these changes but there are two things which I think have impacted us the most. Both of those things which are creating the challenges that we face are mostly the products of advancement. I want to repeat that--the challenges that we are facing today are mostly the products of some advancements that we've made. Because today this world is a lot smaller and today this world is a lot freer than it was in 1945, and both of those things helped create some of the challenges which we have--the smaller bit first. I'll tie that into technology. As we've learned to be more productive through the use of technology, we've greatly influenced the types of jobs that are available and the number of jobs that are available. As you know, machinery replaced people on the farm. When I was a young person and I worked in the tobacco fields in Eastern North Carolina in the summertime harvesting tobacco, it would take a team of at least 12 people and maybe 14 people working for about a six-week period of time to harvest the crop. That's not true today. The same work really can be done with six people and in some areas of agriculture the mechanization is a lot greater than it has been in tobacco fields. It's not only true in agriculture. It's true in our towns. When I was growing up if I had selected to enter the banking profession, I would probably have started off as a teller. With a lot of hard work and with lucky breaks I may have been able to end up as vice-

president of the local branch, because there were stepping stones, the steps that one could make. It is not true today--because technology is automating out of existence a lot of mid-range, middle-income types of positions, and those people that enter the banking profession today as tellers probably will retire from the bank as tellers, unless technology gets a little bit smarter and we don't need the tellers at all, which is the case in some large cities already.

If technology is changing our lives, then it's changing our job opportunities. If we take a look at the way the job opportunities are being changed as jobs are being replaced and we look at the statistics that come out of the Department of Labor in which they predict new jobs and we start trying to do a balancing act with all the jobs, assuming the new jobs replacing the old jobs paid the same amount of money, we'd be in great shape. There'd be a lot of retraining that would have to go on for people who are losing the old jobs so they would know how to do the new jobs, but things would be somewhat okay. That is not the case. If you take a look, a lot of the jobs that are being replaced are being replaced with lower paying jobs and this has a lot to say about the future that some of our young people are going to have. They're not going to have the same opportunity for upward mobility, that American Dream, that some of us have had unless we have a vision and unless we do some things to make sure that vision is put in place.

Technology is just one of the things which is contributing to the changes, but I don't think it's the major contributor, and I haven't found exactly the right phrase yet to describe what I consider the major contributor to be. So today I'm just going to refer to it as the world marketplace. Prior to World War II the world marketplace was more or less controlled

through political and economic colonialism. Most of the world was a source of raw materials and people that did have the money from those raw materials consumed items that were manufactured in a few developed countries. But following World War II political colonialism became a thing of the past. The world became more free and economic colonialism was greatly diminished. At the same time, the industrial complexes in Japan and Germany had been destroyed and they had to be replaced. They were replaced with modern and new and more efficient equipment. For awhile some of our industrial giants of Detroit and Pittsburg (the one in Pennsylvania) focused on maximizing short-range profits. The rest of the world was busy and they worked hard to enter the world marketplace as a producer. And the United States moved quickly from a supplier to a consumer. And today, as we all know, the trade deficit is just staggering. At one time the United States was the major producer of shoes. Not today. At one time the United States was the major producer and exporter of textiles. Along with England we were right on top. Not today. At one time we provided the world with most of its automobiles. Not today. And the list goes on. But the most dramatic change has been a shift from a positive to a negative balance in trade in agricultural products, something that's relatively new. As far as I know, the only area that we still dominate is the production and sale of military hardware.

Now all of these changes, being brought on by changes in the world marketplace, have meant a lot of change in the number and the types of jobs which we have available in this country. Fewer numbers are working on the farm, fewer percent of total employees are working in factories, while more and more people have moved to positions that are in either the information or service areas. I believe that if we continue down the path that we've taken for the last 10 years or so, if we continue our nonresponse to the

change in the world marketplace, if we continue to let the foreign competition go unanswered, if we continue to elect leaders who dream of the good old days instead of having a vision of what can be, then we just dig the hole deeper. But it doesn't have to be that way.

This restructuring which is going on is something that we can control. The restructuring of rural America can be controlled. To control the restructuring we must first understand our strengths. We must determine what's good, what we want preserved, what we want to hang onto. Now anytime we start listing those strengths of rural America we can get in trouble rather rapidly so I'm just going to mention four and you can add to the list. I'm not suggesting my four are the only four, but I think it will suggest the process and it will make the point.

First on my list is what I refer to as community ownership or community pride. That's something that rural folks have. Something that they're very proud of is their roots and where they come from. It's something that you don't bump into very much in the cities. That pride can be a very positive thing in the life of individuals and communities. If you feel good about yourself, your chances are very high that you're going to be able to accomplish what you undertake. We can use that community pride in helping to control that restructuring process.

The second item on my list of strengths is something that I call caring and sharing. I've had the opportunity to live in small places. I've had the opportunity to live in large cities and in the suburbs, and I'm totally convinced that people that live in small towns and rural areas understand that concept of caring and sharing a lot better than a lot of my city friends. I believe that caring and sharing is an extremely important factor in determining the quality of life. Caring and sharing can help us control

that restructuring process, because caring and sharing lessen the impact of greed and greed can get in the way as we have to restructure rural America.

Item three is the one which everybody, I'd assume, would put on the list and that's something I refer to as space--just the lack of congestion, an environment that's there, an opportunity to be able to find that private time that we all need. This rural attribute can certainly be used to control the restructuring process. Space is a very attractive alternative to those that have to live very close with other people and are looking for a better life.

And the final item is something that I call manageability and this may be the most important of all. There's a little book called Small Is Beautiful. The author's politics may go too far to the right or to the left but the book has a lot to say to us. I happen to believe that small is beautiful. There are some exceptions like small minds or small dreams or small interests--things of that nature, but for the most part I very definitely believe that small is beautiful. When things become too large, the way that you have to approach a challenge has to change. You have to manage differently. Largeness requires regulation and regulations stifle creativity. Largeness requires you to focus on groups of people or on things and not on individuals. It's difficult to combine management with caring and sharing when largeness is present. Now ruralness in most cases can be equated with smallness. And small can be managed with a more personal touch. This is the strength that I refer to as manageability. Manageability can certainly be an important factor in controlling the restructuring process.

Now you can probably add to that list of strengths. There are other things that you may consider to be more important than the four that I've mentioned, but I think that we can all agree that there are things in rural

America that are worth preserving, there are things that we want to be able to hold onto. So how do we preserve what is good and how do we use those strengths to control that restructuring process? That's the challenge. How are we going to respond? Some may respond by simply trying to bury their heads and trying to maintain the status quo. History is not too full of successes when people try to maintain the status quo. And some people just like to turn their backs. History is not too kind to those people either. Others try to ignore the fact that change creates problems. They can live in their white houses and believe there are no street people, or that we don't have an economic problem in the farmlands of the United States. If rural America is going to respond successfully to the changes that it faces, then we're going to need people with an understanding and with a vision and with a belief.

I've already talked about the understanding of the challenges. We have to have that understanding. We have to know where they came from, what we're dealing with. I've touched lightly on an understanding of our strengths. We also have to have that understanding. And have to have a vision. That includes building on the strengths as we respond to the challenges. And then, we have to have the belief that it can be done, that it will be done.

A vision that can be achieved by controlling the restructuring process is what I'd like to talk to you just a little bit about now, because I'm not too presumptuous. Because I have a vision. And that vision definitely includes the continuation of agriculture as the primary use of the natural resources that we have in rural America. The vision of a restructured rural America must include the family farm. I don't think subsidy is a bad word either. Other countries subsidize their farmers and they're the people we're competing against in the world market. Why shouldn't we? When

we stop and think about those people that like to spend billions and billions on defense but don't like to spend too much on farmers, by gosh, we realize the ability to be able to feed ourselves in this country--just like our ability to be able to teach our kids--that's a very important part of our total defense system. We wouldn't turn over the manufacturing of our military hardware to another country. I don't think we should turn over the feeding of this nation to another country either. But we have to be realistic. There's no way to expect that the farm is going to be able to provide the majority of jobs needed in rural America. So there's got to be more to that vision.

We have to have a vision that has new employment opportunities for rural Americans. Things that they can do in their small towns like St. John, Kansas, without having to go to Wichita, Kansas, to live. Things that they can do in Bayboro, North Carolina, without having to go to the Research Triangle Park in North Carolina. And those opportunities can be there if we dream a little bit and put our imaginations to work.

There are a couple of things that I'd like to suggest to make sure that those two things can happen. The first is we've got to have an adequate infrastructure in rural America, such as highways, energy-related utilities, water-waste disposal, things of that nature. A lot of areas in rural America have those. But there's one that we're missing and one that's extremely important for this vision to become a reality and that's something called telecommunications. Remember where the jobs are--services and information. Let's focus just on information or services in the information area for a moment. That means being able to transmit data. And that doesn't mean sitting in Western Kansas and receiving something on a satellite dish. You

don't have your infrastructure in place. You've got to be able to communicate, to be able to transmit out of Western Kansas some data also, either through an up-link where you can tie into the satellite or through a very sophisticated radio technology that's been developed now where they can beam the signal back to a Manhattan where it can be transmitted up to the satellite so it can go other places. Or what we've got to be able to do is to put people in small towns and small communities in this United States. We've got to give them the possibility of being able to capitalize on just numerous small business opportunities that are being presented through the information and service society.

There's a small firm outside of Oxford, North Carolina, a small town, which has a service that works with all the states in this country in helping them to recover some money through the federal government. I don't understand all the mechanisms of the thing but it was a case where someone read some regulations, saw a need, they did a little bit of the marketing, and now they employ 25 people in a very small town providing that service. And that's not in the Research Triangle Park where all our high-tech stuff is. That's happening in rural North Carolina. And those types of things are numerous. I have a list of them. I'll share a few. But it requires that telecommunications infrastructure to be in place. So, what I'm hoping is going to happen is that somebody's going to come along with the vision and say the telecommunications infrastructure is important. Just like somebody had the vision of having a rural electric co-op in place, someone will be able to do exactly the same things with rural America. It will open up the job possibilities.

We certainly understand the need for the infrastructure in Eastern North Carolina. We are currently operating a program where we network six

rural high schools. We have an interactive audio system and an interactive electronic chalkboard system in which a teacher can teach a class made up of students in all six places. And it goes through something they call a teleclass bridge which is nothing more than something that provides for teleconferencing capability. The bridge is manufactured by AT&T and I think it does a fairly good job, except that it has some checks built into it. So when the telephone line quality drops below a certain point, the whole teleconference will crash on you. So weekly the teacher on the air experiences the total system going down. It takes about five minutes to get it back up again by the time everybody calls in. And it's nothing more than just inadequate telephone service, because the telephone company can string their lines in the Research Triangle Park area and have a lot more revenue coming in, than they can when they string their lines through Hyde County in the eastern part of North Carolina. I should get off my soapbox on the telephone company. To solve the problem we're applying for an ITSS license, Instructional Television _____ Service license which will be able to add an interactive video component to that network which is going to make the instructional possibilities a lot better. On top of that we can use the audio band part of the television station to do away with the telephone company and the school system can use that band for all their telephone needs and defend the system, so it's a great little thing. We sell the excess time to the local cable people who like to have a line-free cable service available. They're going to provide us with enough money to operate the technical side of the television system. We think we've got a good thing going here. We can get rid of the telephone company and we're doing some good things for kids. But that's part of putting that telecommunications infrastructure in place.

The second component in making sure that we have control of our restructuring process in rural America is to make some changes in the educational system. We've got to continue to do the fine job that most small schools do in teaching students the basic skills. What we've got to do is to add that component that I refer to as thinking skills. And I use thinking skills in a very broad sense of the term. Thinking skills includes helping kids to focus on what it is that they need to learn. It helps them to develop the learning-to-learn skills, the skills you're going to need to continue to be able to learn throughout your lifetime. It includes the skill that you need to acquire information, information acquisition; processing, reorganizing that information, and it also includes those things that people normally think of when they talk about thinking skills--reasoning, problem solving, critical reading or listening, creativity. Because those are the types of skills that are going to be needed by the young people if they're going to be able to take advantage of those numerous small business opportunities that exist in this country and those opportunities that can exist in rural America just as quickly as they can exist in Kansas City, Kansas, and Research Triangle Park in North Carolina. But the kids are going to have to have the thinking skills in order to be able to pull that off. They have to have the skills in order to be their own boss, to be that small business person, to be the entrepreneur. And educators are the people that have to make sure that we deliver in providing that set of skills to young people.

It's a big order. It's a big vision. Some people might say it's a dream even. We can't avoid the change, but we can avoid the changes which are destroying what we feel is good about rural America. And education is one of the keys to that. We can take the lead in making sure that the infrastructure that I talked about is in place because you can make a dog-

gone good case in the State General Assembly or Legislature for dollars for infrastructure to support education, and the way that it can be used to support economic development in the area can follow along on the coattails. Education certainly needs to take the lead in making sure that our young people have those learning-to-learn skills, so instead of wondering what they're going to do, they can sit down with someone and create those kinds of possibilities. We need to understand what's happening, we need to have a vision of what can be, and we need to be able to believe or we have to believe that what can be will be if we work hard at it.

Academics and Athletics: What do higher academic expectations provide the student athletes and their school?

Dennis W. Cox, Secondary Principal
McLouth USD 342

Several years ago, a football coach at our institution set down more stringent academic requirements for his participants. The result was a meeting of the community where the idea of higher academic expectations was discussed. Following several of these community meetings, the Board of Education acted by passing a school board policy which stated: "No student may participate in Kansas State High School Activities Association activities with less than a C average and no F's."

Since that ruling, several notable things have manifested themselves. For example, athletes have become student athletes. Students have become more concerned with their grades. GPA's have increased overall. Academic as well as athletic expectations have increased. These are but a few of the ramifications of the C-average rule.

This workshop was designed to discuss the history of the ruling, how it came about, and what has happened since. It is our contention that the present policy has made our school a better one.

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Alcohol and Other Drugs: Information, Prevention Programming and Educational Media

Bill Arck, Director
Alcohol & Other Drug Education Services - KSU

Current prevention information states that education of school age children is probably the most effective in preventing alcohol and other drug abuse. Some of the most timely information about alcohol and other drug use and abuse in the nation and in Kansas was presented. Current prevention programming that has had positive effects and programming which can be easily adapted in a school community were discussed. Finally, some of the media and graphic artwork which has been produced in this office was presented and made available to participants.

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Assessing the Health of Schools: A District Model for Indicators of Educational Quality

Dr. Barbara V. Fabert
Emporia State University

Eminent national commission reports on the nation's public schools have prompted educators to take steps to remedy factors contributing to declining achievement scores, high student dropout and truancy rates, low student, staff, and community morale, weak administrative leadership, loosely aligned curriculum, and ineffective instruction. Several states have mandated changes to alleviate public school deficiencies by nature of quantity controls, i.e., adding more minutes to the school day and more days to the school year, increasing the number of students enrolled in courses, assigning more homework and writing assignments, and limiting the number of student extracurricular activities. Likewise, there have been state efforts to develop assessment programs to collect and analyze student data on achievement, attendance, discipline, and course enrollments in order to determine if quantity controls are having positive impacts.

The superintendents of FHERDA (Flint Hills Educational Research and Development Association), like other superintendents across the nation, have realized the need to collect descriptive and quantitative data on the overall educational effectiveness of their secondary schools. Thus, the Project for Determining the Quality of Schools (PDQS) was conceptualized and implemented during 1985-86 to establish comprehensive and accurate profiles of the secondary schools in the participating FHERDA districts. Further, the Project was designed to facilitate the establishment of school district goals for the participating secondary schools.

The Project to Determine the Quality of Schools is directed toward:

1. Collecting qualitative and quantitative school-level data on variables related to instructional proficiency, parental support, and school climate.
2. Providing school districts with comprehensive school profiles of educational strengths and needs.
3. Assisting school districts in targeting district goals and developing school improvement plans to implement the goals.
4. Guiding school districts in establishing a relevant on-going self-assessment model for monitoring improvements, goals, and effectiveness.
5. Developing relevant data bases for schools/districts to use when setting priorities in the utilization of human and fiscal resources to establish improvements.

The Project addresses problems and issues of local constituents rather than offering "advice" based on research findings. The Project was designed, implemented, and guided by the cooperative efforts of FHERDA, a consortium of 17 districts, and a steering committee of representatives of groups involved in the participating districts. The Project focuses on continuously increasing the capacities of school-level people to carry out and monitor their own change.

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Career Ladders, Performance-Based Compensation, Merit Pay: What's the Difference and Who Cares?

Norman Boyles
Iowa State University

The thesis of this presentation was derived from a study sponsored and suggested by four education associations of Iowa. The Iowa School Boards Association, The Iowa Association of School Administrators, The Iowa State Education Association and the Educational Administrators of Iowa were the sponsoring groups.

The study involved an extensive review of the literature and the analysis of 76 performance-based compensation plans selected from 130 plans received to establish the current status of Performance-Based Compensation (Merit Pay). The analysis of the plans indicated that performance-based compensation is being used and is enjoying some degree of success in various parts of the country both as district plans and as state plans.

The Career Ladder plan, which was the most prevalent type of plan in use, frequently involves the concept of a Master Teacher as the ultimate position on the ladder. The career ladder is a step-by-step progression along a predetermined path which identifies the professional development necessary for all teachers in the educational agency.

The Master Teacher plan is one which recognizes outstanding teacher capabilities and usually incorporates a role for that Master Teacher in helping others to attain that same status.

Nine elements of performance-based compensation development and implementation were identified. These elements were incorporated in the plans analyzed and appear to have a relationship with successful start-up of a performance-based plan. Those elements, in abbreviated form, are: Planning,

Organizational Options, Participation, Evaluators, Evaluation Process, Incentive Plans - Financial, Incentive Plans - Non-Financial, Financial Resources, and Plan Monitoring/Revisions.

The various educational publics (teachers, administrators, school boards, parents, etc.) are vitally interested in this subject. There are both solutions and problems affecting those publics in any performance-based compensation plan.

Everyone cares about performance-based compensation...but not in the same ways.

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The Center for Academic Excellence
An Approach to Enhancing University/Rural School Collaboration

Robert L. Kennedy, Assistant Director
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Rural schools have often lacked the resources to provide training, consultant, and evaluative services for developing solutions to professional problems incidental to administering a school. With some exceptions, the expertise of those in teacher and administrator training programs in universities has been largely untapped primarily because there has been no formalized means to bring schools in need of services in contact with university faculties who could provide the services. The Center for Academic Excellence was established by the College of Education of the University of Central Arkansas (UCA) with the explicit purpose of improving education in Arkansas by providing these services through cooperating and sharing university resources with the public schools.

Center staff, with written requests from district superintendents, work with schools to address locally identified needs. The needs are diverse: requests for training teachers in critical thinking skills; for general preschool workshop consultant services, for planning and implementing long term staff development programs, for evaluating secondary English programs, for high school computerized registration, and for identifying components of and implementing quality secondary arts programs.

Contact by Center staff with the schools is made through telephone calls, a monthly newsletter, visits, and attendance and participation in local, state, and national meetings.

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Communication: A Basic Skill Requirement for Rural Administrators

Sandra J. Terril, Ph.D.
USD 307 - Salina

"Improved communication techniques" was listed as one of the top ten inservice needs on a 1985 assessment of Kansas public school administrators. "Lack of communication" is one of the most often cited criticisms of administrators at all levels. While communication is one of the basic functions in any business, it is one that may not be formally addressed, systematically planned or regularly implemented in a small district.

This session addresses the basic skills necessary for any successful school administrator to begin a two-way process of communication. It is geared especially to the small school district with limited numbers of personnel and - a copy machine! Points covered include:

1. The internal and external publics to be identified in the communications plan.
2. A systematic, one-sheet planning guide for the small school administrator.
3. A sample communication plan with "how-to" suggestions and examples.
4. Evaluation techniques.
5. Suggestions on who can help.
6. Five "musts" if there's no time for anything else!
7. All things considered "Communication."

The presentation is based on Terril's Five PR's: PRogram, PRogress, PRide, Positive Reinforcement and Public Relations.

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Community Factors That Influence Change in Rural Schools

Gail Shroyer, Graduate Student
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This year-long study was designed to assess the relationship between the community and educational improvement projects in rural schools. Sixteen rural science teachers were selected and trained, as part of a National Science Foundation grant, to plan and implement a science improvement project in this district.

Qualitative and quantitative data were collected pre-, during, and post-implementation to assess the community factors that influenced the success of each improvement project. Data on additional school improvement projects carried out between 1983 and 1986 were also collected from all sixteen schools involved in this study. Surveys, interviews, site visitations, and a wide variety of demographic and financial information was collected on each participant school and community. These data were analyzed to determine the relationship between community pluralism, support and financial stability and the level and degree of educational change which was achieved within each district. The influence the community variables exerted on the school improvement variables was analyzed within each district and between all districts.

The results of this study indicated that all sixteen districts were suffering from varying degrees of financial instability. These financial difficulties did not significantly impact school improvement efforts, however. Community pluralism was also unrelated to improvement projects, perhaps due to the homogeneous nature of many of these communities. A community's proximity to larger towns and increases in the school population were positively related to a school's innovativeness. A community's support for its school had the strongest positive influence on educational improvement. Strong community-school relations, support and involvement were all associated with more

successful change efforts. A certain degree of community-school tension appeared to enhance school improvement projects. Strong rigid control by administrators and school boards, however, was more frequently associated with lower levels and degree of change.

Overall it appears that a school's access to ideas, information and input resulting from community population increases, proximity to larger towns and increased community involvement all enhance change efforts. A moderate amount of community-school tension may add to this process by increasing participation and involvement in school affairs. Strong overbearing control from administrators and school boards may stifle involvement and access to information and consequently inhibit school improvement processes.

Gail Shroyer, Graduate Student
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Computerized Business Management: A Must for Small Districts

Tom Bishard
USD 421 - Lyndon

Today's economic woes in Kansas have placed a premium on effectiveness and efficiency in the business operation of school districts. Computers have become a necessity for even small districts in the state.

A survey of 25 small Kansas school districts was conducted in September of 1985 to identify current practices for office management. In all, twenty-two questionnaires were returned. Thirteen of the respondents were using a computerized system. Eight of the remaining nine districts indicated that they had seriously considered the need for a computer assisted system. The districts utilizing computer systems averaged 10.2 fewer hours of total classified time worked in the district office than those districts using a manual system.

The main reasons that districts on a manual system listed for not changing to a computerized system were the following:

1. Lack of funds and board enthusiasm.
2. Lack of cost effective software for small districts.
3. Lack of effective software for small districts.

From the survey several software systems available in Kansas were identified. The cost for hardware, software, and training to implement a system ranged from a high of $18,000 to a low of $8,000. Generally, those districts felt that outside support was needed to implement the system. They felt that effectiveness and efficiency for district business management increased significantly. For the most part, they stated that the difficulty of transition was within normal expectations. In summary, these districts seemed very satisfied with their computerized system.

The current capability of computer hardware and accounting software provides an excellent opportunity to computerize district accounting. In

addition, computer hardware has decreased in price to a point that it is affordable for the small district. Equally critical to the feasibility has been the refinement and cost reductions for quality accounting software.

Lyndon USD #421 implemented a computerized system during the second semester of the 1985-86 school year. The system far surpassed the limitations that previously existed with a manual bookkeeping system. A basic system (hardware, software, and training) can now be purchased for less than $6,000. Even the most basic and economical system is capable of effectively meeting the pressing and growing needs of a small school district. Indeed, a computerized system is now a must for the small school district.

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Conditions Influencing Recruitment and Retention of Teachers in Rural Schools

Jeffrey Anschutz

The purpose of this investigation was to identify whether the job or the community impacts more heavily on whether a teacher seeks employment and elects to remain employed in a rural school district. This study was designed to separate teacher satisfaction with the work place from the community, then measure the influences of each as they affect teacher recruitment and retention in rural schools.

Hypotheses

To accomplish the objectives of the study it was necessary to analyze data in relation to five hypotheses. The first two stated there would be no significant difference in the level of rural teachers' job satisfaction and community satisfaction between returning and non-returning teachers. The third hypothesis stated there would be no significant difference between rural teachers' level of job satisfaction and community satisfaction. The fourth and fifth hypotheses were each divided into eight sub-hypotheses to measure levels of job and community satisfaction blocked by: similarity of home community, sex, age, marital status, salary, level or grade taught, discipline or area taught, and size of community preference.

Conclusions

The first three hypotheses were rejected. The fourth and fifth hypotheses had four sub-hypotheses rejected for each.

There was a significant difference in the level of rural teachers' job and community satisfaction between returning and non-returning teachers.

For the third hypothesis, a significant difference was found between rural teachers' satisfaction with their jobs and satisfaction with the community.

Significant differences in levels of job satisfaction were found for: age of the teacher, level or grade taught, marital status and size of community preference.

Significant differences in levels of community satisfaction were found for: similarity of home community, marital status, level or grade taught, and size of community preference.

A review of the findings led to the conclusion that the community has a greater influence than the job on retention in rural schools. Teachers most likely to remain employed in rural schools are those who come from similar environments. Rural married teachers are more satisfied than single teachers. The most accurate predictor of community satisfaction and retention is the community size preference of the individual teacher.

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Curriculum Development is Not a Dreaded Disease

Denis Yoder
West Franklin District #287

The presentation detailed the thought and process involved in developing a comprehensive K-12 curriculum in a small rural district comprised of several communities and five schools. The description included pertinent aspects of the specific activities USD #287 has been involved in since the curriculum plan was born in 1984. Special attention was given to curriculum plan design, coordination and leadership, teacher involvement and buy-in, financial considerations, curriculum guide development, and the textbook adoption process.

The main objective of the presentation was to share one district's experience with other districts who are interested in developing or updating coordinated curriculums. Our curriculum plan is certainly not unique but rather an eclectic approach, one which has gleaned ideas from many different plans and sources.

As USD #287 is beginning the third year of its on-going five year curriculum plan, one cannot accurately predict final outcomes and successes of the program. We do however feel that, as a result of the curriculum work in the West Franklin district, our education network has undergone significant improvement. We were pleased to share these valuable experiences with other school districts across the state of Kansas at the Rural and Small Schools Conference.

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A Curriculum for Rural Environmental Applications to Teacher Education

Brian Beal
University of Maine at Machias

PROJECT CREATE: To develop an interdisciplinary environmental teacher preparation curriculum for rural educators.

The University of Maine at Machias has a history of excellence in preparing educators for elementary and junior high levels. Since it was founded as a normal school in 1909 and continuing to the present, UMM serves as a multi-purpose institution within Maine's university system. It has long been recognized as an exemplary center for training rural educators and recently was awarded a grant by the Jessie B. Cox Trust of Boston to develop an interdisciplinary environmental teacher preparation curriculum for rural educators.

The long-range goal of this project is to prepare prospective elementary teachers with the knowledge and skills necessary to use the natural environment around them as source material for teaching and to understand the social, political, and economic issues that affect rural lifestyles.

Because of its unique proximity to abundant marine and terrestrial resources in sparsely populated Downeast Maine, the University is well-suited to initiate new dimensions in undergraduate teacher preparation programs that focus on the environment and the impact of that environment on rural living. Although the idea of increasing environmental awareness at the elementary and secondary levels is not new, the concept of developing an interdisciplinary teacher preparation curriculum that incorporates appropriate scientific, economic, political, and sociological aspects and focuses on realistic interaction between those natural resources and their users is both innovative and timely.

The first phase of developing this integrated curriculum during 1985 included conducting a local marine and terrestrial resource inventory, obtaining pertinent written information and materials from various agencies, centers, and libraries, and conducting interviews with local people whose livelihood is directly related to natural resource utilization. These focused interviews (N=75) are currently being analyzed, with assistance from a rural sociologist, and will be incorporated into the elementary pre-service teacher curricula. Another key ingredient has been the formation of a curriculum study group comprised of faculty members from the natural and political sciences, business, and education divisions. This group and other consultants have been formed to assess what types of experiences/courses would be useful in achieving the project goals.

In the fall of 1987 and the spring of 1988, the data collected and recommendations from the study group will be synthesized and incorporated into UMM's elementary teacher preparation program with plans to implement a pilot project during the 1988-1989 academic year. The final phase of the project will include refining a model for use by other teacher preparation institutions where lifestyles are socially and politically motivated by and dependent on natural resources.

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Daily Assorted Review Exercises for Mathematics K-12

Kerk Schultze, Instructor
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I. Introductory Thought - Students forget most of what they are taught in the initial learning experience.

A. Causes of forgetting

1) A natural process inherent in man - time passes, man forgets

2) Interference - learning of other similar operations, principles tend to obscure past initial learning

B. Evidence of forgetting

1) Test scores of juniors and seniors having no recent math experience

2) Student response after a holiday or summer break

3) Intervening week or so before review and test time

4) Student response to Chapter 5 question when currently in Ch. 7

5) Parent (and teacher) testimony, "I did know how to do that, but now..."

6) Research in educational psychology - most forgetting takes place within 24 hours of initial learning

II. Learning Theory - The basis and need for daily assorted review exercises

A. Learning for long-term retention vs. learning for grade

1) Usable learning ought to be our goal - to be usable it must be available - if not available, then not usable - like tools in a shop

2) Valuable teaching - if worth teaching initially, then worth retaining (If it is not worth remembering, then why teach it or include it in the textbook at all?)

B. Two stages of development in learning to give heed to

1) Initial learning - introduction and explanation of concept or operation

a) Herein lies the major thrust of most textbooks

b) Therefore, herein lies the major thrust of most teaching - a matter of supply and demand - the supply (of materials) demands it to be so

c) Philosophy maintained - "A good, thorough explanation accompanied by immediate practice leads to good retention" - a false notion

d) Leaves student saying (as a new topic is about to be introduced), "Couldn't we do some more of these problems? I think I'm just beginning to catch on."

2) Learning to recall - three or more years of intermittent practice needed to establish long-term memory

a. By association - knowledge and principles previously learned with which to associate new learning - high achievers have the advantage here

b. By review - many brief practice sessions over extended period of time - learning best facilitated when taken in as many "bites," rather than as a few "large chunks"

c. Automation of skills, processes, and knowledge - our goal -<u>then</u> the learning will be available for further learning and applications!

1) Like driving or flying instruction - practice until basics are automated

2) Continuing usage produces expertise - immediate recall

3) When automation is developed, student is ready for introduction to higher math concepts

III. The concept of Daily Assorted Review Exercises

A. The Usual Approach - elaborate explanation, work examples together, work many one-of-a-kind items, check, repeat for several topics, review, test over chapter, on to next chapter

B. Needed - review daily using review-type materials (See samples of DARES and Saxon Algebra exercise sets on overhead)

C. The design of the Review approach

1) Assign the review problems that require recall after interference

2) Give tests that are review oriented

3) Students work variety of problems side-by-side, daily, not as isolated "one-of-a-kind" set of problems

D. Implementation - How? Materials - Where?

1) Acquire materials

a) Available in print:

DARES K-8+, Oklahoma City Public Schools

Saxon series (Math 65 through Geom.-Trig.-Alg.III), Grassdale Publishers, Norman, OK

Refresher Math by Stein, Allyn & Bacon

Geometry by Rhoad, McDougal, Little & Co.

b) Teacher-written - Preferably on district-wide cooperative basis (See handout by Stan Hartzler on DARES creation)

2) K-8 Classroom procedure - Approx. 5 problems placed on board, ditto, overhead, etc. at beginning of class time - students work for 2-3 min. - teacher quickly works each item allowing for checking and correcting - papers collected

3) Secondary classroom procedure - lessons presented in small increments requiring only brief explanation - daily exercises assigned consist of assorted review items along with a few of the new variety - tests are always cumulative

IV. Results Derived from Daily Assorted Review Exercises K-12

A. Success for each student each day

B. Students can do their homework

C. Skills and knowledge become automated, therefore available

D. Long-term retention is developed

E. No review days are needed to pump up for test

F. No "sliding by" a topic or concept - it will appear next day, next week, next month, next May

G. Intimidation and doubt replaced with familiarity and confidence

H. Students (secondary) enroll in higher math courses rather than abstaining after two-unit obligation fufilled - Dallas schools (like many others) have had enormous increases in upper-level math enrollment after implementation of Saxon program

I. Discrimination between topics is practiced daily

J. Slower students get needed reteaching and opportunity to practice

K. Conceptual similarities and contrasts between topics and problems are more available for insight learning

Kerk Schultze
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An Experimental Program for Preparing Teachers for Rural Communities

Judy Pickle and Fran Parmley
Kansas State University

It has become increasingly obvious to educators that living and teaching in a rural community requires skills and understanding which may not necessarily be addressed in the teacher education program as it now exists. Rural communities experience high teacher turnover, shortages of qualified personnel in critical teaching areas and difficulty in attracting experienced teachers looking to establish community roots. In addition, it is most important that teachers have the ability to develop resources where none exist and to recognize community resources for their educational value when teaching in a rural setting. Prospective teachers must understand their roles and the expectations placed upon them which may be unique to the rural community.

Rural communities, the challenges and issues facing them and educational programs which exist there are no more or less significant than their urban counterparts, but they are different. In addition, rural schools and communities offer many advantages not often recognized.

A community of faculty involved in the existing teacher education program and with specific interest in the rural community was formed to explore and formulate an experimental program which would address the unique characteristics and issues affecting education in rural communities and to teach skills necessary to deal with these.

There are several specific components of the program which are unique, including: (1) a community work and observation experience; (2) specific sociology requirements including rural sociology and community organization and leadership; (3) a study group experience designed to continue throughout the four years of preparation and focusing on special study and exploration of rural literature, issues, culture, etc.; (4) required student teaching in the

rural community; (5) a special selection procedure developed to target students with specific interest in rural teaching; and several other components designed to forward the student's knowledge of the rural community through unique experiences.

All objectives of the state plan for teacher education were included in the objectives of the experimental program. All course requirements were met and timetables for coursework developed to correspond to the existing teacher education program. Finally, the program was reviewed by well known teacher educators and interested experts in rural communities for their opinions and suggestions.

Judy Pickle, College of Education
Fran Parmley, Assistant Director
Center for Rural Education and
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A Five-Year Plan for Curriculum Development

Harold Hosey, Superintendent
Emporia - USD 253

In Kansas, the Emporia school district is recognized as a leader in improving what is taught in its schools. Curriculum development has been a high priority since 1975. Through the efforts of the Superintendent's Curriculum Council (S.C.C.) and the Emporia Board of Education scope and sequence guides have been written for all subject areas. Program revisions require a great deal of study and long-range planning. Likewise, the board and administration feel that the district needs long-range plans to study the capital outlay needs, facilities and enrollment trends for our district.

If long-range planning is to be more than a collection of individual projects, the district must study its overall goals and establish priorities. Local and state economic conditions as well as the intensity of the local school facility needs must receive consideration before final decisions are reached. The Board should divide the project into stages so the current revenue may be used to construct the facilities.

If adequate plans are to be formulated for meeting long-term school facility needs, the capital outlay budget should reflect the total picture of needs for the school district for a period of years and should also be structured in terms of a tentative schedule for providing needed facilities. Long-term plans may be rather tentative and somewhat flexible, but current programs must be tightly structured so that adequate financing may be secured and actual programs incorporated into annual budgets.

The Emporia plan for capital improvements is for a five-year period of time.

1. Fiscal Year 1985-86: July 1, 1985 - June 30, 1986
2. Fiscal Year 1986-87: July 1, 1986 - June 30, 1987
3. Fiscal Year 1987-88: July 1, 1987 - June 30, 1988

4. Fiscal Year 1988-89: July 1, 1988 - June 30, 1989

5. Fiscal Year 1989-90: July 1, 1989 - June 30, 1990

The plan consists of individual projects and how they relate to the comprehensive long-range capital improvement plan.

The advantages of the five-year program are to some extent self-evident. Such a guideline for needed capital improvement expenditures provides the Emporia Board of Education with information that permits discussion and Board action on a regular, future-oriented and planned basis, thus minimizing potential for capital improvement discussions to become ad hoc reactions to emergency situations. A five-year program also facilitates continuity and stability during Board of Education changes by providing the Emporia community - including prospective Board members - with a capital improvement plan of action that continuously receives public input and scrutiny. The five-year planning concept also facilitates an orderly process for capital improvement financial planning, wherein schools can look toward future expected capital improvement expenditures, rather than being confronted with sudden and, too often, unanticipated financial obligations.

Finally, the five-year plan permits time for reflective judgment and modification, a luxury not often afforded when capital improvement planning is done in an atmosphere of pressure and unrealistic time constraints.

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Food for Thought: In-Service Program to Prepare Teachers to Integrate Agricultural Concepts into Existing Curriculum

Fran Parmley, Administrator
Kansas Foundation for Agriculture in the Classroom

The Kansas Foundation for Agriculture in the Classroom strives to make Kansas students aware of the food chain and of the importance of agriculture to their own lives. By doing this, the Foundation seeks to attain the dual goals of helping to create future generations of more knowledgeable consumers and more thoughtful and well-informed decision makers where agricultural or food policy issues are concerned. The vehicle for accomplishing these goals is the teacher and the classroom setting. By providing resources and instruction to teachers on integrating agricultural topics into existing subjects, the Foundation hopes to provide a strong basis for the knowledge Kansas students receive.

There are numerous ways in which the Foundation either works directly with teachers or provides needed materials and resources for classroom use. The inservice program established by the Foundation acquaints teachers with the wide variety of resources available to them, opportunities for future study through summer courses sponsored by the Foundation, and specific programs designed to be implemented in the classroom setting which have been developed by the Foundation. Included in these are the Adopt a Classroom Program where farm families or agribusinesses correspond on a regular basis with classrooms, informing them about their businesses and keeping them updated on a seasonal basis about the events which transpire. There is a Friends of Ag in the Classroom program which provides a cadre of resource people willing to give classroom demonstrations or programs or to host classes on field trips. This information is made available to teachers upon request.

There are numerous avenues for receiving and locating educational materials which are suitable for classroom use. The resources are described and helpful suggestions are made for how to obtain and use them. There are also summer courses available to interested teachers which give a broad exposure to agriculture as an industry and specific help in integrating agriculture into existing curriculum.

The purpose of the inservice program is to acquaint the teachers with the vast array of resources available to them through the Foundation and in their own communities and to provide the logic and necessity for using agricultural topics as a way of teaching a variety of subjects at any grade level.

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How One Rural School District Selected, Organized, and Used the Most Popular Computer Programs to Improve Learning

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There is a vast inventory of microcomputer software on the market. At the end of the 1985-86 school year, 1148 educational microcomputer software programs had been released - 282 more than the previous year. The successful utilization of microcomputers into small and rural schools requires establishing policies and procedures for selecting and evaluating high quality software from this vast inventory and then organizing it effectively.

There are four major issues of importance in the selection and utilization of popular software programs in small and rural school districts. The title of this abstract is misleading, as comments and suggestions focus on practices in nine different rural school districts, frequented weekly by the presenters. The issues discussed included: 1) software spotlighted in the literature as having received high reviews and trends that are emerging in newer produced software; 2) details and suggestions for previewing software; 3) a comparative look at national reviewing groups, such as EPIE/Consumers Union/T.E.S.S., that can help lay a solid foundation for a software library collection; and 4) methods and practical knowledge and advice for administrators in successfully organizing acquired software collections in both elementary and secondary rural schools.

Increased complexity seems to be a trend in the more recent software, which means more time by teachers and administrators initially in understanding the software, but this greater investment of time seems to pay off in educational dividends in the end. Each year Classroom Computer Learning reveals their top ten choices for software awards. Although this award carries a great deal of prestige, it is important to note that limiting any

award to only ten choices is not realistic. Knowing what software is in the spotlight, because of complexity and/or graphics and/or having that extra spark and/or using a multimedia approach, etc., allows teachers to make their own decisions based on preview or reading reviews.

Before funding is used to purchase software, conventional wisdom says, "If at all possible, preview the program before purchase." Some companies offering 30-day free purchase include Sunburst, Hartley, Grolier, Academic Hallmark and Tom Synder Productions. If a program cannot be previewed prior to purchase, then a little detective work needs to be done. Journals recommended for software reviews were Classroom Computer Learning, Electronic Learning, The Computing Teacher, and Teaching and Computers. The most important element to look for in a software review is whether it has been "field-tested" - utilized with real students in a real classroom environment. Software directories and software digests were recommended and EPIE profiles/T.E.S.S. suggested as the number one choice. Other good possibilities include Minnesota Guide to Software, Digest of Software Reviews and the newest on the market, Educational Software Report (EGR).

In organizing existing software in a collection, two major goals need to be considered. First, the list of software must be made available to all teachers and second, the software collection must be easily accessible by all teachers.

Several approaches can be taken in making the list of software available to teachers. Possibilities include:

1) Use a file management computer program (Appleworks, PFS:File....) to develop a master list of software for your building or district. Use major categories: Title, Company, Subject Area, Grade Level, Dewey Decimal #, and Location (in building). If you wish, add more categories. Abbreviate when possible to conserve memory.

2) Distribute a master list of software alphabetized by title to all teachers. Encourage teachers to notify the librarian of any missing information.

3) Distribute a master list of grade level specific software to elementary teachers. Divide into these categories: Primary (K-3), Intermediate (4-6), Junior High (7-8), High School (9-12). It is important to include multi-grade level software on each list (easily done with DB).

4) Distribute a separate list of software for each high school teacher. Make sure the list includes all software that is appropriate for the teacher's subject area. This will prevent the teachers from thumbing through the master list for software.

5) Distribute a list of class management utility software to each teacher.

6) Encourage teachers to make corrections to the lists - mainly grade level and subject area revisions.

7) Include with all the lists a note to the teacher requesting that software he/she may have, that is not on the list, be turned in to the library for cataloging.

Two procedures will make software accessible to all teachers. These are:

1) Make the check procedure efficient but painless and simple for the teachers. Many schools treat software like books with Dewey decimal numbers and check-out cards.

2) If a program is applicable to only one area, check it out to the teacher on a yearly basis. This applies mainly to junior and senior high teachers.

Responsibilities for Administrators include:

1) Establish a "Preview before Purchase" policy for <u>all</u> staff. Require each teacher to evaluate his/her software before purchasing. Do <u>not</u> assign one individual to be the primary evaluator for the building.

2) Channel all newly purchased software through the library for cataloging.

3) Provide opportunities for the media specialists to learn a data base management program.

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Interactive Partnerships

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Interactive Partnerships is a consortium project involving five rural schools in south central Nebraska with a school population of approximately 70 to 120 secondary students and these would be classified as Class D or small Class C schools. In addition to the rural schools, the partnership involves Educational Service Unit No. 11, which is an intermediate agency which provides services to schools within a six county area, and the Center For Rural Education which is housed at Kearney State College. This partnership is unique for it involves schools, service units and higher education. Two of the schools in this consortium were involved in the Effective Schools Training that was conducted by the staff development director from Educational Service Unit No. 11. This had an impact, for their plan of action indicated they would like to develop and articulate a curriculum for their individual school districts and utilize an inhouse curriculum development cadre of teachers. The emphasis of this project is to train the team in how to develop and articulate a curriculum and then expand and utilize those teams in the upcoming year to attack different curriculum areas within each individual school district.

In developing the plan of action, the first step was a joint meeting of all superintendents from participating schools, Educational Service Unit No. 11, a representative from the Center for Rural Education and also the director of that association. At that meeting there was full consensus on developing a curriculum interactive partnership involving all entities to support and enhance this project. The overall goal of the curriculum development cooperative is to bring together the personnel and resources of the five cooperating school districts and to develop curriculum that can be implemented back into their individual school districts. The Interactive

Partnership involves the service unit and the Center for Rural Education, for they act as facilitators and trainers for the process and provide the needed expertise and training for participants. The basic rationale is that the combined personnel of the five school districts would provide a greater pool of knowledge, materials and judgement in the curriculum development process and thereby result in a better product. The main benefit to the participating school districts would be the establishment and refining of an institutionalized procedure for the development and renewal of curriculum guides.

The curriculum that is being developed in the schools is a working document in which the curriculum areas identify the categorical objectives for the curriculum area that is being studied. As the process develops, the school teams look at the categorical objectives and then develop a curriculum guide that is put together both by objective and strands that hold the objectives together. The articulated curriculum also focuses on the development of modified curriculum and a monitoring method so that all students are constantly monitored as they move through the curriculum. The curriculum is a very workable document, for it allows the teachers to have input into each curriculum area and to develop materials, curriculum adaptation and most important a tracking device that follows the students throughout their school years. In a time of small enrollments and small schools in the central states, we feel this is an excellent model for small schools possibly to look at in developing an interactive partnership to tackle the area of curriculum development.

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Key Communicators Team Concept

Nickerson - South Hutchinson USD 309

I. Key Communicators for 1986-87

II. USD 309 Key Communicators Group (What is it?)

A. The Key Communicators are a group of of community patrons-parents, students, and school district staff, sitting together as equals at the management table jointly confronting the decision making in operating the schools.

III. Nickerson-South Hutchinson USD 309 Board of Education

A. Rationale for the Key Communicators team approach to school district accountability and management

B. The board of education was motivated by the desire to:

1. Improve communications in the district.
2. Involve more district patrons and personnel in the operation of the district.
3. Increase the awareness and responsiveness of board of education members to patrons' "feelings" about issues before the board.
4. A belief that there is a need to operate the schools at the highest level of efficiency and effectiveness at the highest level of the district - the board of education.

C. The following beliefs, concerns and feelings led the board of education to consider the Key Communicators concept:

1. We believe in local control of the schools.
2. We believe in shared decision making in determining the future course of USD 309.
3. We believe that the local board of education represent the public; however, they do not replace the greater public at large in operating a community's schools.

4. We believe that the most effective decisions made concerning the schools arising from the board are made after a strong effort has been made to find out how a large number of other citizens, other than board members, feel about the decision making issue before the board.

5. We believe a local board of education should be open and responsive to other members of the public school district community.

C. 6. We believe that an elected board of education represents, but does not replace the responsibility of each and every patron to be involved in the operation of their schools.

7. We believe that public schools belong to the "public" - not solely to the elected board of education - the administration - or the staff of a school district.

8. We believe in the public schools being accountable to the public that supports the operation of the schools.

9. We believe in the right of community citizens to be heard relative to any education issue and to have the board respond in an appropriate manner prior to making any decisions affecting the public schools.

10. Finally, we believe that the more people involved in the decision making process, who have an interest in better education for children, the better and more effective will be the final decisions made by the elected board of education of Nickerson-South Hutchinson USD 309.

IV. Knowledge - Key Communicators concept and practice

A. Parents, patrons, personnel, students - Key Communicators, - board of education.

B. The Key Communicators group includes the following persons:

1. The seven elected board members
2. The District's eight key administrators
3. The President of the Teachers' Association
4. The presidents of the five parent-teacher school association groups
5. One classified district personnel representative
6. The Key Communicators group secretary

C. All Key Communicators group members are responsible for serving as "knowledge communication" links with the segments of the Nickerson-South Hutchinson school district community they represent.

D. As issues arise at the Key Communicators group meetings and discussions occur relative to possible formal action by the elected board of education, each Key Communicator group member is responsible for communicating with his/her constituency regarding the issues.

E. At the next Key Communicators group meeting, each team member reports to the entire Key Communicator group regarding the feelings of his/her constituency relative to the issue under discussion.

F. After all input into the area of decision making has occurred, the elected board of education will formally adopt a course of action, if called for, regarding the issue.

G. Utilizing the Key Communicator process, the potential is present, at all times relative to all operational and instructional decision making issues, to have meaningful input into the formal decision making process at Nickerson-South Hutchinson USD 309, from approximately:

1. 9,000 parents/patrons
2. 1,500 students
3. 200 district employees.

V. Summary

A. Utilization of the Key Communicator group concept to achieve a higher quality level of shared decision making in the operation of the Nickerson-South Hutchinson USD 309 schools - via the Key Communicator approach - will enhance the growth potential of our students.

B. Positive aspects of the Key Communicator group process

1. Shared decision making relieves the burden on board members to make all decisions on their own, or to struggle with achieving public input into their decisions.
2. The obvious openness of the board in its willingness to interact with other community and school district individuals will create a higher, more positive level of community and staff morale.
3. More people interacting on issues prior to formal decisions being made creates the potential for more effective, well received decisions by district staff, patrons, and students.
4. The knowledge-Key Communicator process allows a great deal of input from the community.
5. The opportunity is always present for immediate reaction and input in all decision making issues - not the next day or week when the news hits the street.
6. Board members and administrators feel more secure due to the input of many people into the decision making process.
7. The more minds interacting on the educational issues of the district, the more potential there is for the adoption of effective decisions.

8. The Key Communicators provide an on-going forum for meaningful dialogue relative to all issues confronting the district's decision makers.

C. Negative aspects of the Key Communicator group process

1. The potential is always present to take longer in arriving at decisions - some feel this to be positive, some negative.
2. It takes more time to process Key Communicator meeting materials prior to meetings due to the number of people on the team.
3. A failure on the part of team members to have faith in the Key Communicator team concept will lead to negative relationships among team members and possible chaos and dissolution of the process.

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The Legislators' School for Youth Leadership Development: Serving Rural Students

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The Rural Education Institute, an affiliate of the School of Education at East Carolina University, and the Office of Rural Education at Western Carolina University received a specific mandate from the 1985 Session of the General Assembly to operate a residential summer school program for 600 young persons who attend secondary schools in North Carolina. The program is called the Legislators' School for Youth Leadership Development and is divided into two three-week sessions. At each site, the first session serves 150 incoming seventh and eighth grade students and the second session serves 150 high school students.

The summer school is designed for those students who have demonstrated the potential for leadership, but who may not have had the opportunity or experiences to develop this potential. Students who are identified as gifted and talented by the North Carolina Department of Public Instruction standards are not eligible for the program. The nomination process begins at the local school level. Each school that serves students in any of the qualified grades are asked to nominate two students for consideration into the program. A random selection process is used to choose one student from each of the local education agencies. A second random selection process then chooses the remaining students. The legislation authorizing the program requires that the rural to urban ratio be 3:1.

A "Past-Present-Future Theme" underlies the highly experientially based curriculum. The first four days of the program expose the students to basic seminars which provide them with a foundation in leadership (executing a ropes course); communications (explanations and demonstrations of the different means of communication); thinking skills (problem solving, decision-making,

learning to learn); and futures (consideration of a future for themselves and their environments). The students are required to form teams to produce a final "scenario" to share with their classmates. These scenarios depict the teams' futuristic vision of some contemporary issue such as beach erosion, space and care for the aged, prison reform, housing and transportation, etc. The teams decide on the medium for their message, such as video, slide program, dramatic play, photographic essay, etc.

During the three weeks the students are provided laboratory time to work on their scenarios. In addition, modules are offered which allow students to learn new skills in such areas as word processing, assertiveness training, improving SAT scores, interviewing, public speaking, swimming, community planning, etc. Exposure to the traditions, culture, and history of eastern North Carolina is built into the program. These activities include community service projects, a visit to the North Carolina Legislature, museum visits, exploring the outer banks of North Carolina, seeing a play, visiting a marine center, canoeing, sailing, and camping.

This summer school is unique in that it targets underserved rural students and has been designed to serve as a model for other states to provide opportunities for developing and improving students' leadership, thinking and communication skills.

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Local Effectiveness Grants

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West Franklin USD 287 is a rural school district in East Central Kansas. The district maintains three K-8 elementary schools and two 9-12 high schools with a total student population of 740 students. The district extends into four counties and consists of 227 square miles. The agricultural industry is the primary economic base. Obviously, as agriculture struggles through trying times, all rural agricultural based schools face new challenges. One of the biggest challenges for West Franklin has been to continue, and even improve, progressive attitudes of the public, the school board, and the staff. One project that has been utilized is called Local Effectiveness Grants.

Much like all other Kansas schools, the 1986-87 budget is much tighter than in previous years due to the limited funds distributed through the state equalization formula. We are operating on a 3 1/2% increase in budget authority over the 1985-86 budget, but with less than 3% more funds. With inflation in utilities, insurance, supplies, equipment, and maintenance ranging as high as 30% above prior years, and with salary costs increasing over 4%, our current budget is, at best, tight.

However, the West Franklin administrative team has not allowed financial woes to interfere with progressive education. Our district has gone through massive changes during the past two years in order to become more effective, efficient, and to improve learning. These changes have proven beneficial as we are more able than ever to meet financial needs; as competency scores and SRA scores improve; and as attitudes and work habits of employees continue to improve.

Our administrative team subscribes to progressive, aggressive approaches to education. We place extremely high expectations on ourselves, our teachers, our non-teaching staff, our students, our parents, and our school

board. We are goal oriented and cooperatively generate approaches to improve performance and achievement. We are very much into curriculum development, instructional improvement through supervision, in-service, and a variety of other programs to help teachers and students.

The idea of the approach of Local Effectiveness Grants was generated over several years of brainstorming with educators all over the United States. In the fall of 1985, Superintendent James Cain introduced the concept to the balance of the administrative team. For several weeks, the team discussed benefits of the project and general parameters that would be necessary. The idea was then shared with faculty and staff for their input and to evaluate reception of the idea. Valuable input was received and it was obvious the idea had enthusiastic support of the faculty and staff.

In February, 1986, the idea was shared with the school board. Keep in mind, support was already present by faculty, staff and administrators, leaving the school board with little option except support. The board took the project under advisement for a month and on March 10, 1986, officially approved the project for the 1986-87 school year. Ironically, in the March 17, 1986, issue of "Education USA" it was reported that the Education Commission of the United States held a National Teachers Forum in Washington to propose a vision of the "second wave" of educational reform. It was reported: "Given the chance, teachers spoke not about merit pay or career ladders but about the 'little things' which will help them do their jobs better: small grants to fund innovative projects...." Our project beat the hype of a new approach and was well on its way to success before implementation.

Basic parameters of the project were to set aside $5,000 in total, with no single grant to exceed $2,000. Stipends are permissible but can not exceed 25% of the total grant. A single employee can not receive more than one

grant. Projects that are not instructional in nature are permissible, but preference is given to those projects that are most likely to increase learning or teaching effectiveness.

The grant application process consists of completion of a five-part application. The first part is a specific budget itemizing all necessary expenditures by line item. The next part is a specific project description including what, where, how, when, and who will be included in the project. Next is a justification to describe the extent to which the project is likely to contribute to improvement of the quality of education, job performance, efficiency, etc. Then comes a description of why the project should be considered under this program rather than as a part of the regular school budget. Finally is a description of how the project will be evaluated, and the reporting methods to be used to enhance the potential of disseminating and replicating the project.

In our first year, we received eleven applications requesting $15,400 of funds. According to the project guidelines, an anonymous committee was appointed by the superintendent to evaluate and determine recipients of the grants. The committee was comprised of the superintendent, one building principal, one elementary teacher, one secondary teacher, one building secretary, and one school board member. The committee thoroughly evaluated all applications to determine the extent and number of students impacted, to assure guideline compliance, and to determine merit of the project.

Of the eleven applicants, four were fully funded and three were partially funded. One of the partial funding projects was funded except for purchase of a computer which had previously been approved through a Carl Perkins Grant. Total awards amounted to $4,987.54. The funded grants will directly affect the instruction and learning of approximately 250 students, or 1/3 of the

total student population. Indirectly virtually 100% of the student body will be affected through at least one project. A total of fourteen teachers will be directly affected.

A brief description of each approved project follows, with approved expenditure:

1. Ag in the Classroom - project will introduce agriculture to fifth grade students via a computer program. Language, math, science, social studies, and spelling are emphasized as related to agriculture. It provides hands on use of the computers and high school agriculture students provide the instruction as a class project. Total approved expenditures are $297.25, which purchases diskettes, books, manuals, guides, paper and pens.
2. School-wide Citizenship - project will emphasize citizenship to all students in a K-8 elementary school. Guest speakers of state and local interest will be used. Activity packets will be used on a weekly basis. Top citizen of the class will be recognized bi-weekly. A "Citizen of the Year" will be chosen culminating the project for the school year. Role modeling, group discussions, and emphasis on modeling the behavior that encourages development of good citizenship will be constantly utilized. Total approved expenditures are $700 which pays mileage for guest speakers, purchase of a bulletin board to display citizenship winners, purchase of activity packets, posters, pins, T-shirts, award certificates, etc.
3. Classification of Animals - project will utilize a kit to enhance the teaching of the classification of animals in a fifth grade classroom. Provides a more interesting way to learn the classes and their characteristics, purpose of classification, and the system of classifi-

cation. Also intended to develop an appreciation for animal life. Total approved expenditures are $233.50 which covers the purchase of the kit.

4. School-wide reading project - project focuses on developing an appreciation of reading in students and increasing parent involvement in reading activities. Each class will visit the public library in a neighboring city as a public library is not available in the community. Silent reading will be scheduled for 15 minutes once per week. A storyteller will be utilized. Guest readers will be utilized. New books will be provided. FRED or "Families Read Every Day" will be utilized to increase family reading at home. A goal of 200,000 minutes of reading at home is in place. Total approved expenditures are $1,150 and covers travel, guest speakers, books, "FRED" program kit, certificates, charts, T-shirts, etc.
5. Make It and Take It - project will sponsor a workshop for parents of grades 2, 3, and 4, and for elementary teachers in all schools. There are over 150 learning activities, patterns, and materials on display. Activities will reinforce reading, vocabulary, and math skills. Project will provide initiative and ability for parents to help children; improve community/school relations; help students learn basic academic skills; provide teachers with new ideas; and aid in motivation. Total approved expenditures are $1,056.79, which include stipends for three teachers to prepare materials, purchase a learning center kit, and various supplies.
6. Reading Development - project will utilize trade books to supplement reading texts in the 1st and 2nd grades. The books will be used as a tool in reading instruction. Goal of the project is to have children read sooner, more fluently, and to quickly learn to read for enjoy-

ment. Books used are written in rhyme or in such a lyrical style that fluent reading comes naturally. Total approved expenditures $1,000 which will be used entirely for purchase of books.

7. Child Abuse and Neglect Prevention - project will develop and gather materials and information on funds and agencies that can help these families needing assistance. Audio visual materials, books, pamphlets, etc., will be purchased and made available at each attendance center. All materials will be available and encouragement provided to faculty to use in social studies, health, home ec., or other related classes. Total approved expenditures of $550 which purchases necessary supplies, provides small stipend for nurse to assimilate materials during summer months, and provides travel expenses.

The faculty, staff, administrators, and school board are excited about the projects. Evaluation of the success of the various projects cannot take place until completion of the project at the end of the 1986-87 school year. However, it is obvious the program has generated enthusiasm, innovative thinking, concern for improvement, and a great deal of pride. Even if anticipated achievement results never materialize, it is abundantly clear our Local Effectiveness Grants have provided many positive characteristics in our program. This program is just one method utilized in West Franklin USD 287 to reach excellence in education. For additional information, please contact:

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The North Dakota Polls of Public Attitudes Toward Education: A Rural State Looks at Itself and the Gallup Polls

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In the past two years, the Bureau of Educational Services and Applied Research has conducted a poll of public attitudes toward education in the state of North Dakota. These polls were patterned after the Gallup polls published in the Phi Delta Kappan and were conducted with the intent of providing information about the state's schools to state legislators before their deliberations on educational issues. The Bureau felt that the Gallup survey results were not indicative of the attitudes of constituents in a rural and isolated state like North Dakota. The poll was a random sample phone survey of over 500 North Dakota residents each year. The results of the poll indicate that North Dakotans have a more positive attitude about education than the national survey and that their concerns about issues related to schools are different from the national survey. The attitudes of the more rural respondents, that is, those living on farms in isolated areas and in communities with a population of less than 2,500, are quite similar to the attitudes of respondents from less rural areas, that is, respondents living in communities with a population greater than 2,500.

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Parent and Adolescent Perceptions of the Need for Sex Education in School

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A comprehensive survey of 256 parents and 189 students from a rural Kansas school district indicated: 1) students rely heavily on their parents, especially their mothers, for basic information about human reproduction; 2) parents have a strong desire to be the primary source of human sexuality information for their children, even though both groups want the schools to be instrumental in this education; 3) about half of the parents expressed a desire for more information and guidance for themselves regarding how to discuss these issues with their own children; 4) a large majority of parents indicated a willingness to answer their adolescent's questions about sex; and yet 5) parents report a fairly low level of actual discussions with their children; and 6) many of the teenagers, especially at the middle school level, report being uncomfortable or very uncomfortable in discussing sexual topics with their parents.

While the high school students were more comfortable conversing with their parents, the middle school students may have the greater need, as 15 was the modal age of first intercourse for the 53% of the high school males and 59% of the females who reported being sexually active. Less than half used any form of birth control on first intercourse.

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Predicting Future Enrollment in Rural School Districts

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Most rural school districts are being affected by population change. Some have experienced dramatic decline in school enrollment. In others enrollment is stable, and in a few slight increases are occurring.

It is difficult at best to accurately estimate future enrollment using the traditional birth rate and cohort survival methods of projection. This process can be made much more effective and accurate by combining it with a house to house census study. The outcome can be made even more accurate if move-ins and move-outs are monitored regularly.

Birth Rates in Relation to Kindergarten

Births are reported monthly by local hospitals to the State Office of Vital Statistics. Births are recorded by the mother's county of residence.

The number of annual births in the county are compared to the kindergarten enrollment five years hence. This calculation is made for five or six years, and an average percentage figure established for predicting future kindergarten enrollment from birth data from the past five years.

Since percentages of birth to kindergarten five years hence are often erratic, it is advisable to use a range of percentage as the factor for predicting future kindergarten from past birth rates. This technique provides some cushion for planning.

Cohort Survival Averages as Predictors

Once probable future kindergarten enrollment has been determined, its probable movement through the school system and the movement of other grades needs to be ascertained.

This calculation is accomplished by dividing the number of students in one grade one year into the number of students appearing in the next grade the next year. For example, suppose there were 19 students in kindergarten in Fall, 1985, and 18 students in Grade 1 in Fall, 1986. The survival from kindergarten to Grade 1 for that year was 94.7%. These figures are obtained for the past five years, then averaged. These averages are used as the factors to calculate estimated future enrollment for each class as it progresses through the school system.

Suppose for example that on the average for the past five years 98.2 percent of the number of students in Grade 4 became Fifth graders the next year. Then it may be assumed with fair accuracy that this average will prevail for the next four to six years.

Since this assumption is only fairly accurate, additional study is warranted.

History May Not Predict the Future

The percentages of survival from birth to kindergarten and from grade-to-grade are only fairly accurate predictors of future enrollment. They work well when enrollment is increasing or decreasing steadily. They do not predict accurately during times of abrupt change or when families are moving in or moving out of the district regularly. In these kinds of settings a house-to-house census study of the school district is justified.

Census Study

A house-to-house census of family size and age, length of residency, employment, and perhaps employment and residency plans for the near future provides valuable data about future enrollment. It is used to confirm or as a basis to adjust the projection.

The census can be taken by interested citizens working with the census forms and using good maps of the school district and community.

It will show trends in in and out migration and should be done each year. The results are utilized in updating the enrollment annually.

After a few years of such organized effort, the annual enrollment projection will become quite accurate and serve as a good planning tool.

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A Pre-Service Clinical Experience in Rural Schools

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Undergraduate pre-service teachers and teacher educators have advocated a need for additional field experiences. As a result, Southwest State University developed a clinical experience geared to provide complete responsibility for the operation of a small rural secondary school (grades 7-12) for two days.

The clinical experience is designed to involve each pre-service teacher with a hands-on experience in developing, planning, directing and teaching in an actual school setting. The experience includes their specific discipline, an interdisciplinary activity, teacher/advisor activities, operation of the school and evaluation of peers and their programmatic efforts.

The cooperating school districts have used the clinical experiences as an opportunity to enhance their professional development activities for their respective faculties.

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Public/Private Partnerships in Education

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The Kansas Foundation for Partnerships in Education is a non-profit organization devoted to increasing awareness of the mutual benefits of school/business partnerships.

During this past year the Foundation jointly sponsored with the Kansas Community Education Association the first state-wide conference on Partnerships. Because of the tremendous success of this conference the two organizations will host a second conference this Spring.

A survey form was developed and sent to all educational institutions in Kansas to determine how many have partnerships with business organizations and to identify the specific types of partnerships. Preliminary results of this survey will be presented during this conference.

Other projects include the printing of a notebook with information on how to formulate and evaluate business/education partnerships as well as some examples of effective partnerships in existence in Kansas.

The video which was shown during the Rural and Small Schools Conference featured interviews with members of the Board of Directors explaining why their companies chose to become educational partners and highlighting some of the components of their partnership programs. The major companies featured included the Coleman Company and Boeing Military Aircraft Company in Wichita.

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The Role of the Administrator in a Self-Directed Staff Development Program

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Recent research in education has centered around the theme of effective schools. Individual areas of schooling such as student achievement, teaching behaviors, and general school environment have been the focus for much of this research. Likewise, research has been conducted in an attempt to determine specific leadership characteristics, and to measure the effect that leadership has on the total effectiveness of schools. However, this research has only examined these individual areas of schooling in isolation from each other, and usually far removed from the actual school setting.

The purpose of this study was to examine the effects of a teacher self-assessment program combined with a direct-help supervisory support component. This study sought to fill the void in research by examining a comprehensive instructional improvement program supported by the building-level principal.

Conclusions

The following conclusions are drawn from the findings of this study:

1. Teachers trained in teacher self-assessment who received direct-help and support from the building-level principal had a more positive attitude toward evaluation and supervision for instructional improvement than teachers who did not receive support.

2. Teachers who received training in teacher self-assessment combined with support from the building-level principal indicated that the role of supervision plays an important part in improving their teaching performance.

3. Teachers trained in teacher self-assessment utilized media for instructional improvement purposes more frequently than teachers not trained in teacher self-assessment.

4. Teachers who received direct-help supervisory support used student ideas, building on student responses, and praise more often than teachers who did not receive support and teachers who did not receive teacher self-assessment training.

5. Teachers trained in teacher self-assessment showed a significant increase in indirect verbal behaviors in responding to student comments.

6. The findings from the self-report and actual observation data indicates that involvement in the teacher self-assessment training program was instrumental in changing both the verbal behaviors and attitudes toward a self-help instructional improvement process for the teachers who received teacher self-assessment training.

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Rural School Systems and Rural Community Development

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At a time when small communities are generally declining due to loss of economic opportunities, their rural school systems are also losing enrollment. As small communities decline, they have one business after another closing due to loss of income. On the other hand, the schools with declining enrollment are often faced with consolidation in order to meet educational needs and standards. Both the community and the school are struggling with how to survive!

This workshop focused on a process of preserving the small town and the rural school system by linking the resources of the rural school system in the development of the community. This process could involve teachers and students working on community projects where "learning" could also benefit community improvement. The process could also involve use of educational resources to assist in community education such as use of a school printing shop to produce a community newspaper. Overall, school leaders and community leaders could coordinate joint use of resources to improve the quality of education through community projects and to result in community development.

The vitality of rural schools and the economic condition of rural communities have traditionally been closely linked. These linkages have survived despite public policy which has encouraged school consolidation and promoted regional growth centers in non-metropolitan areas of the country. These linkages, although generally good for the school and the community, have not always been mutually beneficial.

1. The economic contribution of the school to the community can be significant. Often, it is the single largest employer and a source of extensive external funds from state and federal sources.
2. The cultural contribution of the school to the community is also important. Faculty and staff are often community leaders and facilities and activities add to community social and recreation programs.
3. Nevertheless, when the educational process is effective, the majority of school graduates go elsewhere for further education and careers. Thus, the local investment of resources (financial and human) is in a sense "lost," and the community further declines.

The recent turnaround in population migration between rural and urban places has not been significant in most agricultural communities in the Great Plains. Nevertheless, more and more individuals would prefer to remain in their small towns if employment were available and a quality of living was existent. This, then, is the issue for the rural schools and rural communities. Both are short on resources and thus need to be creative and cooperative in meeting the challenges of the coming years. The school must use the educational resource potential in the community, and the community must draw on the community development resources of the school. Activities developed to strengthen this partnership must meet three criteria:

1. The activities must have sound and measurable educational value.
2. The activities must provide a useful service to the community in either goods or services.
3. The activities must have economic viability so as to not be an additional strain on already limited school or community funds.

Examples of activities that could be considered include:

1. Cultural, social and recreational programs of the school are valuable learning experiences for the students and provide entertainment to the community. Fees charged for these activities should partially pay for the expenses to the school.
2. Vocational programs provide the opportunity for students to learn skills in construction, machine repair, etc., but also result in buildings, and rebuilt equipment, etc., that can be sold to help finance the program by the school.
3. The school journalism and printing classes can produce a weekly community newspaper complete with advertising, legal notices and news articles at a reasonable cost to buyers, yet that will help support this school program.
4. Students can also acquire on-the-job training in offices, stores, repair shops, etc., that will support their classroom study, provide them with new skills, and supplement the staff of these local businesses at a reasonable cost.
5. Students under the direction of their faculty can also assist community leaders in the collection and analysis of data on community economic, social and physical conditions that is needed for community development decisions.

The school and community could realize obvious advantages to these and other cooperative ventures. Also of importance is that the students would acquire additional knowledge and skills through this school and community partnership, including the option of remaining in the community to continue working at what they have experienced in the school-community "classroom."

NOTE: The school-community partnership process was partially derived from an unpublished paper, "Re-Inventing the Wheel: The School and Community as Partners in Rural Development," by Daryl Hobbs, University of Missouri, prepared for the Rural Education Project of the Mid-continent Regional Educational Laboratory.

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The Successful Administrator: Leading by Doing

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The successful school administrator motivates the staff, challenges the students, and builds interested parent/community support by "doing." "Leading by doing" is weekly school letters sent home to all the parents, weekly Know Your Teacher articles in the local paper, positive personal letters sent to the students, weekly special recognition of selected grandparents of elementary students displayed in the building, unique faculty meetings, display cases honoring individual faculty past and present accomplishments, creative end of the year award programs, special grandparent night at Junior High athletic events, curriculum guides coupled with pre/post tests directed toward the mastery level at each grade level, working side by side with a parent advisory group, incorporating the PTO as an active part of the school, and operating a creative student council.

I have been an administrator at all levels in the small schools of Kansas and have had some unique experiences. Through these experiences, I have been able to create some interesting concepts that are positive and functional in the school setting. The presentation consisted of take-home sample materials of the above mentioned items, and concluded with a 140-piece slide show correlated with special musical songs.

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TeleLanguage for Rural and Small Schools

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In February, 1984, the Nebraska State Board of Education approved and implemented new accreditation and graduation requirements for Nebraska secondary schools. The new requirements included the mandate that schools must offer a minimum of 20 credit hours of foreign language in their curriculum. Many of the small rural schools had an immediate problem in complying with the requirement in that the supply of language teachers was such that recruiting a teacher to live and work in small Nebraska towns would be difficult, if not impossible.

To aid schools in meeting the new requirements the new rules included the statement that schools could offer up to 30 credit hours of coursework through or from the UNL Independent Study High School. This was a great help and relief to the small schools.

The UNL Independent Study High School had been offering French, Spanish and German courses for many years in the traditional correspondence study format. This new need on the part of rural schools created the opportunity to take a good look at the foreign language program and attempt to find ways to enhance an already solid language instruction program.

TeleLanguage was born and implemented for the fall semester of the 1985-1986 school year. The new concept includes the use of telephone conferences to the students in the local classroom on a once-a-week basis in conjunction with the tried and true Independent Study materials.

It has been a successful venture and continues to operate for the 1986-1987 school year. Successful as it was, a number of things were learned the first year and modifications were made for the second year to make it even more effective for the participating schools.

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Wellnet: A Health Directed In-Service

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The presentation covered the following topics: USD 438 philosophy and incentives for having the program; an overview of the wellnet program including discussion on the definition of the wellnet concept, course description, course objectives, personal health plan, wellness assessment, exercise program, and lecture program.

A slide show taken while the course was in progress was shown to present all portions of the program.

Also presented were the results of a survey of the participants covering retention of information, changes in lifestyles, changes in eating habits, and work attendance.

Handouts showed samples of assessment results and wellnet forms. Information was presented on wellness sources and contacts.

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What Can a Shared Computer Coordinator Do for Small Rural School Districts?

Dale Carlson, Superintendent
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Steve McDermeit, Educational Computer Consultant
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What should a K-12 computer curriculum be composed of? Should we teach programming to all high school students? What kind of computers should we buy? How many? Where should we put them? ...In a lab or in every classroom? How can we most effectively use a modem? What software should we purchase? How do we provide for staff development?

To answer these questions an administrator should seek assistance from a specialist in computer education. In most cases, this can be a very costly undertaking and can only be deemed affordable by large school districts. An alternative, and many times the only choice, for small schools is to employ specialized personnel through cooperative organizations. A computer coordinator's services can be acquired in a similar way.

Four small north central Kansas school districts and the KSU College of Education have pooled resources to form the Kansas State University Educational Computer Consortium (KSUECC). The computer specialist hired through the KSUECC assists the school districts on a weekly basis. His primary services are to help each KSUECC member to: assess computer needs, develop and implement computer curriculum models, make important decisions about hardware and software purchases, provide in-service opportunities, and keep abreast of new technological innovations in education.

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What is the School Improvement Program?

Tom Hawk
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The School Improvement Program is a systematic, continuous, and practical approach for achieving excellence in elementary and secondary schools. It is the culmination of more than two decades of research and experience in education improvement of the Lilly Endowment and the Charles F. Kettering Foundation.

The pressures for improvement in education are increasing. New knowledge both in education and other fields strains the ability of schools to incorporate what is known into existing educational programs. Technological advances that provide opportunities for new ways of learning remain underutilized. Social expectations create pressure for schools to respond to the diverse needs of pluralistic communities in ways for which schools are ill-prepared. Economic factors have the dual effect of creating pressures to better prepare students for the world of work and to do it with less money. And yet, as pressures for improved schooling grow, it becomes increasingly evident that, until now, there has been no systematic approach to school improvement that has resulted in lasting and substantive change in schools.

Secondary and elementary schools have experienced many innovations that have been full of promise yet failed to produce the desired results. Today's schools remain largely unchanged from those of decades earlier. Practices introduced for what were once important reasons persist though the reasons for their initiation have changed; witness summer vacations, originally intended to allow our predominantly rural population to have the extra help of children during the peak work seasons on farms. Much of what we do in schools today is shaped by visions from our past. If schools are to improve and continue to respond to new demands and new challenges, change efforts must include a commitment to some key elements of effective school improvement.

The School Improvement Program is intended to respond to critical needs now facing anyone who seeks to improve education:

-The need to develop and remain committed to a vision of what our schools should become.

-The need to build school improvement through sustained, long-term efforts.

-The need to retain much in schools today that is valuable and effective already and that should not be discarded in the name of change for change's sake.

-The need for active involvement of students, parents, community, and all school staff members in school improvement efforts.

-The need for schools and their communities to achieve excellence through positive relationships characterized by mutual support, constructive response to varied needs, and interdependence.

To achieve school improvement that responds to these needs, the School Improvement Program relies upon a cycle of dialogue, decision, action, and evaluation - DDAE. This is a problem-solving process that involves all concerned with an improvement to participate in making decisions, in carrying them out, and in judging their effectiveness and value.

A Process for School Improvement

Schools that participate in the School Improvement Program use a systematic process for involving parents, teachers, administrators, students and interested community members in a five-stage cycle for school improvement: readiness, planning, training, implementing and maintaining.

Readiness. In the first stage, a planning team is formed including members of the groups comprising the school community such as teachers, administrators, parents, community and industrial leaders, and school board

members. This planning group attends a series of awareness meetings to (a) develop an awareness of what schooling could be - a vision of "what we want our school to become in five years," and (b) to assess the school's readiness to change by gathering information about such conditions as the use of effective communication skills, the climate of trust, willingness to take appropriate risks, and a commitment to support.

Planning. Once this tentative long-range vision has been described and the planning team has internalized and is practicing the skills that make groups effective, the team participates in a two or three day retreat. At the retreat, the planning team refines its vision of the school by devising outcomes or objectives that describe how the school would appear or operate in each of nine areas of school improvement. Planning team members then compare the present school with their idealized vision to identify and celebrate present successes and to identify areas in need of change.

Following the retreat, a design task group is formed to prepare detailed plans for initial improvement steps. Obviously, there is no magic implementation scheme that will enable a school to attain all its goals at once. Rather, it is the task of the design group to develop a first-year plan by identifying those desired outcomes that are primary or enabling of future improvement. The first year plan also includes the practices that, when implemented, lead to attainment of the primary goals. The task group then reports its proposed plan to the planning team members who help to finalize and then accept the first-year plan. The planning team also decides how to communicate the plan to all those who would be affected by its implementation.

The final tasks of the planning stage are to identify participants, plan needed staff development, and determine the coordinating and governing structures that will be needed to support the planned improvements.

Training. New knowledge, attitudes, and skills are needed to implement new practices. The School Improvement Program emphasizes the use of clinical or experiential staff development to develop these learnings among participants. A key to successful staff development is the continuing commitment to the vision of schooling developed by the planning group.

Implementation and Maintenance. As the first year plan begins to be implemented, the school's planning team begins a whole new series of steps to prepare the school's second-year plan. Improvement becomes a continuous process characterized by on-going goal identification, assessment of present practices, staff development, refining implementation, and expanding and refining the original vision that was developed during the retreat and design meetings during the planning stage.

The Results of SIP

The long tradition of dissatisfaction with schools and schooling began as early as 1892 when James Rice used such words as "chaotic," "barbaric," and "mechanical" to describe schools of that time. By the time John Dewey published School and Society in 1889, the debate over schooling was in full gear. One only needs to glance at a sample of recent book titles relating to education to realize that the debate is far from over.

One fact is often overlooked amidst all the hollering - almost everyone is interested in schools and education. Whether the goal is security, health, equality of opportunity, national defense, strong families, economic stability, good nutrition, or whatever, the schools are generally regarded as the place where the pursuit of that goal begins. Education is viewed as the key to fulfillment. The results of the School Improvement Program in schools where it has been employed have included:

-Parents who are more fully involved in the education of their children. SIP schools seek to encourage and enable parents to participate in meaningful ways in the planning and carrying out of education programs for their children. Parents are regarded as resources and welcome partners for the school.

-Schooling in which the community shares responsibility for and actively participates in the education of its young people. SIP schools utilize the resources of the local community and beyond to expand and enrich the opportunities for learning available to their students. At the same time, SIP schools encourage the community to utilize the resources of the school.

-School programs that are supported positively in the community. SIP schools encourage members of the community to become informed about the school's programs and to act as knowledgeable and active supporters of the school's improvement efforts.

-A tradition of continuous improvement. Improvement as a continuous process is so central to SIP that it assumes the stature of a cultural expectation or tradition. All members of the school, parents, teachers, and administrators are regarded as learners. The DDAE cycle of dialogue, decision, action, and evaluation is a central feature of persistent improvement efforts. Inservice education is regarded as a high priority and knowledge of how to identify and use resources for learning becomes as highly valued as the actual knowledge of specific disciplines.

-Decisions in which all those who are affected by them and who possess relevant information participate. SIP schools seek to develop a sense of both ownership and accountability for decisions among all those who are affected by them. Decisions are made as close to those who must

carry them out as possible. Decisions are made by consensus whenever consensus is important. SIP emphasizes synergistic management through participatory decision-making.

-Students who assume increasing responsibility for their learning. Knowledge, the world of work, and the needs of individuals and society are all changing at rapid rates today. More than ever, the ability to continue to learn is an important survival skill. Learning how to learn and to assume responsibility for one's own growth are primary goals for students in SIP schools.

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When Test Scores Show the Need for Educational Equity

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When the 1984-85 ACT scores of students in USD 445 indicated that girls' scores were seriously lower than boys' scores in science, math, social studies, and English and that the trend had existed for some years, it became apparent that all students were not learning up to their potential. Recognizing this as a national phenomenon and that the intelligence and ability of girls is not different from that of boys, school system administrators developed a three-step plan to better facilitate learning for all students. The purpose of this presentation was to present the plan and the results of the first step.

The three steps are evaluation, teacher in-service, and community awareness. External funding was received from the Kansas State Department of Education to pay for the evaluation. With the help of K-State consultants, data was gathered to determine possible explanations for the differences in male and female test results in USD 445. The findings include:

1. Boys' ACT scores have been higher in science, social studies, and math for at least eight years and in English also for five years.
2. Girls had higher grade point averages in the grades reviewed (6-12).
3. Teacher assignments in English, math, science, and social studies were gender stereotyped.
4. Student enrollment in electives was gender stereotyped.
5. Student participation in extracurricular activities was gender stereotyped.
6. Books read aloud to elementary school students were dominated by male protagonists and stereotyped portrayals of males and females.
7. Student essays indicate that both sexes perceive higher value associated with being male, and boys associate lower value with being female than did girls.

8. Teachers, parents, and school board members perceived educational equity for girls and women to be a concern in the schools and community.

Based on these findings, appropriate teacher in-service and community awareness programs are being developed. Review of similar data can be helpful to other school systems interested in the highest academic achievement for all students, especially if test results show lower than expected achievement for girls.

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